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ABSTRACT

Management-by-objectives (MBO) focuses attention on objectives stated as end accomplishments rather than the activities which bring about those accomplishments. MBO identifies eight major areas of management which become involved in the process: (1) planning, (2) performance appraisal, (3) individual motivation, (4) coordination, (5) control, (6) supervisory relationships, (7) individual development, and (8) a total system of management. The process is one in which the managers of an organization jointly identify common goals, define each individual's major areas of responsibility in terms of results expected, and use these measures as guides for operating the unit and assessing the contributions of each of its members. In other words, MBO serves as a systemwide process for determining organizational direction and evaluating results through the identification, clarification, and communication of mutually accepted and carefully defined goals and objectives through the school system. To assist all members of the educational community to ascertain the real mission of the East Allen County Schools in New Haven, Indiana, for the future, an ultimate goal and systemwide objectives were identified. The systemwide objectives are the major areas of growth and development of students which support the ultimate goal of the school system and the East Allen organizational structure is designed to direct the activities of the personnel and functions of the various programs toward a cooperative and coordinated effort to achieve the district's common objectives. (Author)

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Administrative Management By Objectives

EAST ALLEN COUNTY SCHOOLS

POLICY 2100

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I. INTRODUCTION

Management by objectives (MBO) does not present new principles of management, but it does focus attention on objectives stated as end accomplishments instead of the activities which bring about those accomplishments. MBO identifies eight major areas of management which become involved in the process. They are: (1) planning, (2) performance appraisal, (3) individual motivation, (4) coordination, (5) control, (6) supervisory relationships, (7) individual development, and (8) a total system of management.

Definition

The management by objectives process is one in which the managers of an organization jointly identify common goals, define each individual's major areas of responsibility in terms of results expected, and use these measures as guides for operating the unit and assessing the contributions of each of its members. In other words, MBO serves as a systemwide process for determining organizational direction and evaluating results through the identification, clarification, and communication of mutually accepted and carefully defined goals and objectives throughout the school system.

Benefits

The following is a list of reasons why MBO is an effective concept.

1. Work expectations are better understood because objectives are visible to all concerned.
2. The "political atmosphere" tends to be minimized because there is no need to try to give the supervisor what he wants or to attempt to please him no matter what he seems to want.
3. Communications are improved because objectives provide a common framework within which to discuss plans, progress, and performance.
4. Superior-subordinate relationships during performance reviews are improved because the uncomfortable feeling is removed. MBO enables the two individuals in performance review to have more nearly equal roles.
5. Feedback is provided. The subordinate knows how he is doing.
6. The supervisor's suggestions are not resented if they actually do promise to be a better way to get the desired results.
7. Coaching by the supervisor becomes more meaningful. Development occurs on the job because the subordinate is able to get assistance when he needs it.
8. Teamwork is facilitated by identifying common objectives.
9. Relationships are improved between superiors and subordinates and between peers in different functions.
10. Innovation in problem solving is encouraged and expected.
11. Alternative ways of achieving objectives are developed.
12. Opportunities for individual creativeness on how to get the job done are opened up.
13. Employee commitment to improved performance increases in successive periods.
14. Participation in decision making occurs by managers at all levels.
15. Challenges are provided to both supervisors and subordinates.
16. Managers have more freedom and are more at ease because their supervisor is not peering over their shoulders.
17. Achievement of employees' personal goals is part of the system.

18. Planning is more precise and useful.
19. All employees try to think of everything they will need to achieve their objectives and to assure themselves that these resources will be available when needed.
20. Priorities can be set for each problem.
21. Confusion that normally occurs with a new boss supervisor is minimized.
22. The system becomes a standard process of planning, scheduling, review, and documentation to insure focus on results.
23. Control over people shifts to control over operations.
24. Balanced management is provided.
25. Delegation of authority and sharing of responsibility are required.
26. Managerial time and efforts are used more economically by defining a specific manageable area for concern.
27. When something goes wrong, the difficulty can be spotted quickly, before it becomes critical.
28. Control is strengthened because it tends to be inner control by the responsible manager rather than external control by his superiors.
29. Performance of subordinates is controlled by establishing specific, as well as timely, measurements of results.
30. Opinions and abilities of subordinates are better utilized.
31. Management potential of subordinates is developed more fully.
32. The acquisition of knowledge and experience are facilitated by identifying what works and what does not.
33. Salary administration is improved by providing a better basis for wage increases.
34. Assessing or promotability is helped by identifying an individual's potential for it.
35. The "problem" person who cannot or will not contribute is revealed so that timely corrective action can be taken.

Problems

MBO is not without its limitations and potential pitfalls. Experienced MBO managers have spent two to three years of hard work in order to make MBO effective. It requires some major organizational and administrative changes before its full benefits can be realized. Among the problems which may be encountered are:

1. Lack of total administrative personnel commitment to the concept.
2. Lack of prerequisites to implementation, i.e., preservice and inservice training programs.
3. Failure to integrate individual and organizational objectives.
4. Over emphasis on measureable objective attainment.
5. Inadequacies in performance appraisal.
6. Increasingly higher goals and objectives being demanded of employees.
7. Overlapping objectives are difficult to set, attain, and evaluate.
8. Educators have a tendency to describe rather than qualify, which can present problems in objective setting.
9. The quality of objectives deteriorates at each level if strong supervisory assistance and development is not made available.
10. It requires a great amount of hard work before results can be seen.
11. Full implementation may require three to five years.
12. Methods of implementing are crucial to its success.

Summary

MBO is not new in principles, but is a restructuring of existing managerial practices. MBO is complicated by the problems of objective setting, motivation, measurement, and appraisal. However, most of these problems are a result of a lack of knowledge of MBO's potential combined with a lack of commitment to the concept by the employees involved.

MBO has sufficient advantages that make it potentially much more effective than the traditional management systems. The apparent success or failure of a management-by-objective system is largely a result of its acceptance by its users. Like any other management or administrative system, management by objectives is no better than the manner in which it is used.

II. DEVELOPMENT OF A MANAGEMENT–BY–OBJECTIVES PROGRAM

A. Identifying East Allen County Schools Educational Objectives

To assist all members of the educational community to know what the real mission of the East Allen County Schools should be for the future, an ultimate goal and systemwide objectives were identified. These must be supported by all major and sub-programs written to carry out the educational program for the East Allen County Schools. The systemwide objectives are the major areas of growth and development of students which must support the ultimate goal of the school system.

Ultimate Goal

ALL INDIVIDUALS BE GIVEN AN EQUAL OPPORTUNITY TO DEVELOP TO THE GREATEST POSSIBLE EXTENT THEIR CAPACITIES FOR HAPPY, USEFUL, SUCCESSFUL LIVES.

Systemwide Objectives

1. To encourage the child to maintain a healthy body through provisions of physical condition, health education, and health services
2. To encourage and stimulate the continuous growth of the pupil and his ability to think clearly, logically, and independently and to know and master his own powers and potentialities and to exercise those powers with due regard to the rights of others
3. To provide the educational program for each pupil based upon his abilities
4. To develop a moral and ethical sense in each pupil so that he will demonstrate to others fairness, justice, tolerance, courtesy, kindness and honesty. To give special emphasis to obedience to law, respect for the national flag, the constitution of the United States, and the State of Indiana
5. To prepare the pupil psychologically for a well balanced and happy individual, social, and family life
6. To give each pupil, within his ability, a mastery of the learning and communication skills
7. To develop in each child an understanding of the world in which he lives
8. To develop in each student an understanding and appreciation of democracy and his personal opportunities and responsibilities as a citizen in America
9. To help the student find his most productive role in a life's vocation
10. To provide students an understanding for an appreciation of the fine arts

11. To encourage wholesome and creative forms of recreation and play.
12. To make the school an essential part of the community.

B. Developing Performance Objectives

Without ultimate and systemwide objectives toward which the school system must work, the objectives of the various management programs would tend to be at odds with each other and perhaps even with the direction the school system as a whole wishes to follow.

The basic concepts behind establishing performance objectives are: (1) the clearer the idea one has of what one is trying to accomplish, the greater the chances of accomplishing it, and (2) progress can only be measured in terms of what one is trying to progress toward.

The performance for each program provide the basis for establishing the authority and accountability relationships. Basically, objectives are categorized as: (1) maintenance–a repetitive, ongoing objective necessary to the achievement of the district's common objectives; (2) developmental–these are of two natures, (a) problem-solving, which leads to the correction of a discrepancy of deficiency in the current level of performance in the maintenance objectives, and (b) creative, which may lead to improved or expanded program results and; (3) personal–objectives designed to enhance the individual manager's improvement of his professional or managerial skills and career growth.

A good objective should be:

1. Supportive of an accountability.
2. Measurable in either qualitative or quantitative terms.
3. Attainable.
4. A commitment between the employee and supervisor.
5. Where applicable, limited in time.

The developmental and personal objectives must be written by the individual managers in cooperation with the immediate supervisor.

The most common error made by managers new to the objectives approach is the tendency to define activities instead of results. A manager may engage in a great deal of activity and feel he is doing the job, when he has really added little value to forward the objectives of his program or the school district's common objectives.

A positive attitude must be developed by all employees towards the objectives approach to management. Every program manager must know that he is expected to meet his objectives. One of the pitfalls in implementing a management-by-objectives program is the inclination of a superior to accept outstanding accomplishment in a few objectives. The superior must demand at least reasonable competency of all objectives or he will not be in control of the program. It must be recognized that operating conditions change, schools change, and community conditions change. Objectives must reflect these changes if they are to remain realistic. It is unrealistic to assume that maintenance objectives or needs of the school system don't change from time to time.

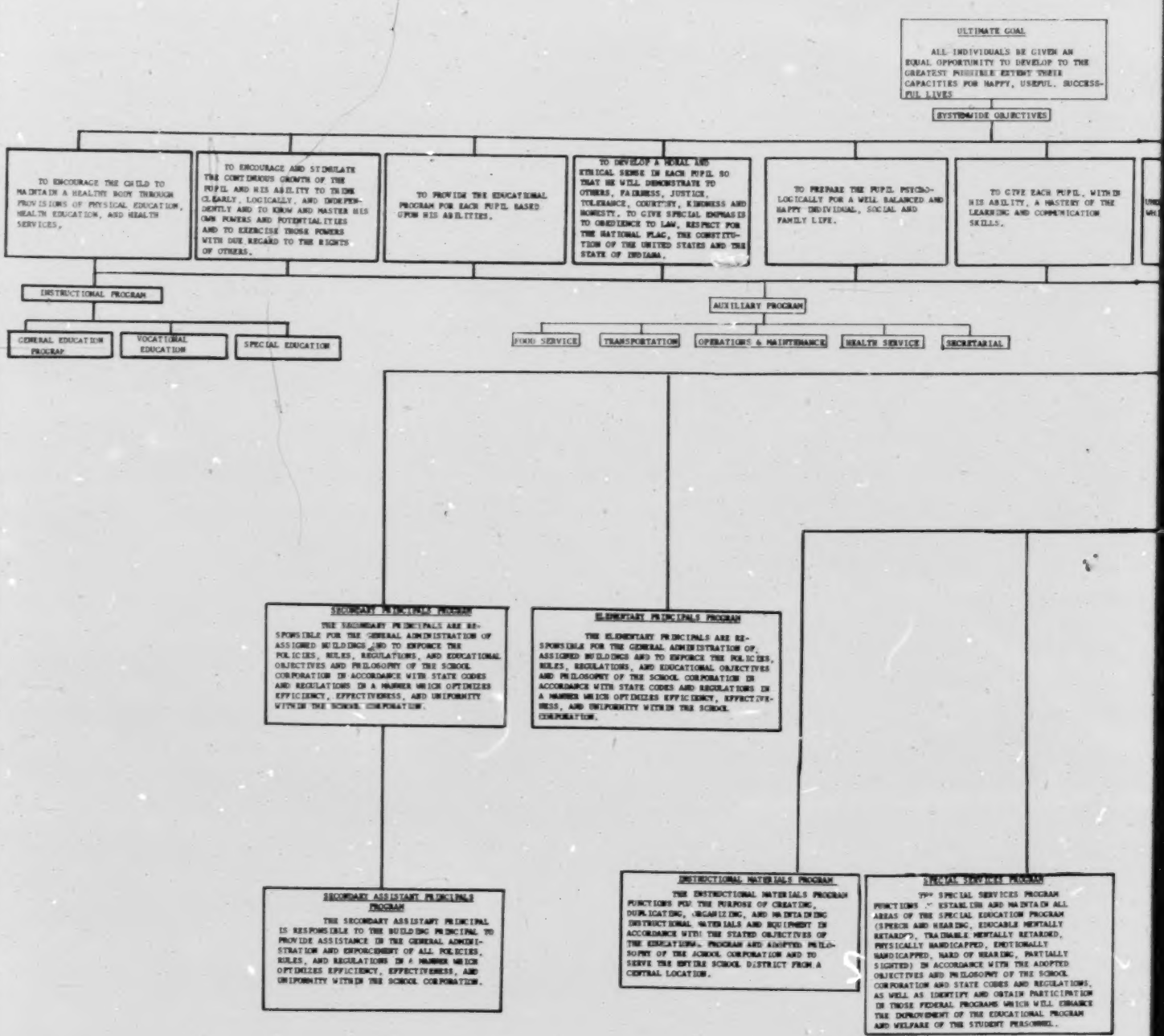
ULTIMATE GOAL
ALL INDIVIDUALS BE GIVEN AN EQUAL OPPORTUNITY TO DEVELOP TO THE GREATEST POSSIBLE EXTENT THEIR CAPACITIES FOR HAPPY, USEFUL, SUCCESSFUL LIVES
SYSTEM-WIDE OBJECTIVES
TO ENCOURAGE THE CHILD TO MAINTAIN A HEALTHY BODY THROUGH PROVISIONS OF PHYSICAL EDUCATION, HEALTH EDUCATION, AND HEALTH SERVICES.
TO ENCOURAGE AND STIMULATE THE CONTINUOUS GROWTH OF THE PUPIL AND HIS ABILITY TO THINK CLEARLY, LOGICALLY, AND INDEPENDENTLY AND TO KNOW AND MASTER HIS OWN POWERS AND POTENTIALITIES AND TO EXERCISE THOSE POWERS WITH DUE REGARD TO THE RIGHTS OF OTHERS.
TO PROVIDE THE EDUCATIONAL PROGRAM FOR EACH PUPIL BASED UPON HIS ABILITIES.
TO DEVELOP A MORAL AND ETHICAL SENSE IN EACH PUPIL SO THAT HE WILL DEMONSTRATE TO OTHERS, FAIRNESS, JUSTICE, TOLERANCE, COURTESY, KINDNESS AND HONESTY, TO GIVE SPECIAL EMPHASIS TO OBEDIENCE TO LAW, RESPECT FOR THE NATIONAL FLAG, THE CONSTITUTION OF THE UNITED STATES AND THE STATE OF INDIANA.
TO PREPARE THE PUPIL PSYCHOLOGICALLY FOR A WELL BALANCED AND HAPPY INDIVIDUAL, SOCIAL AND FAMILY LIFE.
TO GIVE EACH PUPIL, WITHIN HIS ABILITY, A MASTERY OF THE LEARNING AND COMMUNICATION SKILLS.
INSTRUCTIONAL PROGRAM
GENERAL EDUCATION PROGRAM
VOCATIONAL EDUCATION
SPECIAL EDUCATION
AUXILIARY PROGRAM
FOOD SERVICE
TRANSPORTATION
OPERATIONS & MAINTENANCE
HEALTH SERVICE
SECRETARIAL
SECONDARY PRINCIPALS PROGRAM
THE SECONDARY PRINCIPALS ARE RESPONSIBLE FOR THE GENERAL ADMINISTRATION OF ASSIGNED BUILDINGS AND TO ENFORCE THE POLICIES, RULES, REGULATIONS, AND EDUCATIONAL OBJECTIVES AND PHILOSOPHY OF THE SCHOOL CORPORATION IN ACCORDANCE WITH STATE CODES AND REGULATIONS IN A MANNER WHICH OPTIMIZES EFFICIENCY, EFFECTIVENESS, AND UNIFORMITY WITHIN THE SCHOOL CORPORATION.
ELEMENTARY PRINCIPALS PROGRAM
THE ELEMENTARY PRINCIPALS ARE RESPONSIBLE FOR THE GENERAL ADMINISTRATION OF ASSIGNED BUILDINGS AND TO ENFORCE THE POLICIES, RULES, REGULATIONS, AND EDUCATIONAL OBJECTIVES AND PHILOSOPHY OF THE SCHOOL CORPORATION IN ACCORDANCE WITH STATE CODES AND REGULATIONS IN A MANNER WHICH OPTIMIZES EFFICIENCY, EFFECTIVENESS, AND UNIFORMITY WITHIN THE SCHOOL CORPORATION.
SECONDARY ASSISTANT PRINCIPALS PROGRAM
THE SECONDARY ASSISTANT PRINCIPAL IS RESPONSIBLE TO THE BUILDING PRINCIPAL TO PROVIDE ASSISTANCE IN THE GENERAL ADMINISTRATION AND ENFORCEMENT OF ALL POLICIES, RULES, AND REGULATIONS IN A MANNER WHICH OPTIMIZES EFFICIENCY, EFFECTIVENESS, AND UNIFORMITY WITHIN THE SCHOOL CORPORATION.
INSTRUCTIONAL MATERIALS PROGRAM
THE INSTRUCTIONAL MATERIALS PROGRAM FUNCTIONS FOR THE PURPOSE OF CREATING, DUPLICATING, ORGANIZING, AND MAINTAINING INSTRUCTIONAL MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE STATED OBJECTIVES OF THE EDUCATIONAL PROGRAM AND ADOPTED PHILOSOPHY OF THE SCHOOL CORPORATION AND TO SERVE THE ENTIRE SCHOOL DISTRICT FROM A CENTRAL LOCATION.
SPECIAL SERVICES PROGRAM
THE SPECIAL SERVICES PROGRAM FUNCTIONS TO ESTABLISH AND MAINTAIN ALL AREAS OF THE SPECIAL EDUCATION PROGRAM (SPEECH AND HEARING, EDUCABLE MENTALLY RETARDED, TRAINABLE MENTALLY RETARDED, PHYSICALLY HANDICAPPED, EMOTIONALLY HANDICAPPED, HARD OF HEARING, PARTIALLY SIGHTED) IN ACCORDANCE WITH THE ADOPTED OBJECTIVES AND PHILOSOPHY OF THE SCHOOL CORPORATION AND STATE CODES AND REGULATIONS, AS WELL AS IDENTIFY AND OBTAIN PARTICIPATION IN THOSE FEDERAL PROGRAMS WHICH WILL ENHANCE THE IMPROVEMENT OF THE EDUCATIONAL PROGRAM AND WELFARE OF THE STUDENT PERSONNEL.

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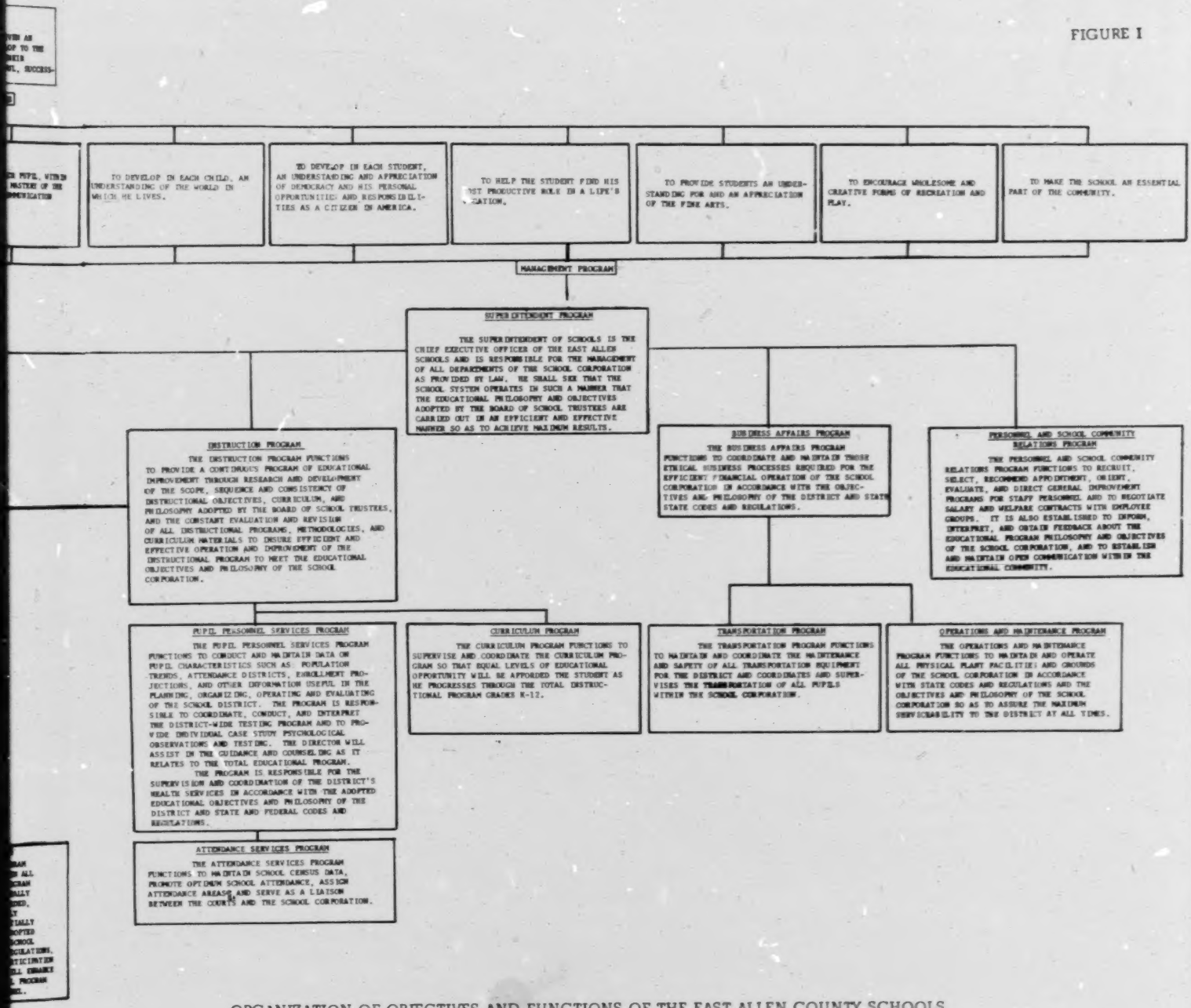
FIGURE I


TO DEVELOP IN EACH CHILD, AN UNDERSTANDING OF THE WORLD IN WHICH HE LIVES.
TO DEVELOP IN EACH STUDENT, AN UNDERSTANDING AND APPRECIATION OF DEMOCRACY AND HIS PERSONAL OPPORTUNITIES AND RESPONSIBILITIES AS A CITIZEN IN AMERICA.
TO HELP THE STUDENT FIND HIS OST PRODUCTIVE ROLE IN A LIFE'S CATION.
TO PROVIDE STUDENTS AN UNDERSTANDING FOR AND AN APPRECIATION OF THE FINE ARTS.
TO ENCOURAGE WHOLESOME AND CREATIVE FORMS OF RECREATION AND PLAY.
TO MAKE THE SCHOOL AN ESSENTIAL PART OF THE COMMUNITY.
MANAGEMENT PROGRAM
SUPERINTENDENT PROGRAM
THE SUPERINTENDENT OF SCHOOLS IS THE CHIEF EXECUTIVE OFFICER OF THE EAST ALLEN SCHOOLS AND IS RESPONSIBLE FOR THE MANAGEMENT OF ALL DEPARTMENTS OF THE SCHOOL CORPORATION AS PROVIDED BY LAW. HE SHALL SEE THAT THE SCHOOL SYSTEM OPERATES IN SUCH A MANNER THAT THE EDUCATIONAL PHILOSOPHY AND OBJECTIVES ADOPTED BY THE BOARD OF SCHOOL TRUSTEES ARE CARRIED OUT IN AN EFFICIENT AND EFFECTIVE MANNER SO AS TO ACHIEVE MAXIMUM RESULTS.
INSTRUCTION PROGRAM
THE INSTRUCTION PROGRAM FUNCTIONS TO PROVIDE A CONTINUOUS PROGRAM OF EDUCATIONAL IMPROVEMENT THROUGH RESEARCH AND DEVELOPMENT OF THE SCOPE, SEQUENCE AND CONSISTENCY OF INSTRUCTIONAL OBJECTIVES, CURRICULUM, AND PHILOSOPHY ADOPTED BY THE BOARD OF SCHOOL TRUSTEES, AND THE CONSTANT EVALUATION AND REVISION OF ALL INSTRUCTIONAL PROGRAMS, METHODOLOGIES, AND CURRICULUM MATERIALS TO INSURE EFFICIENT AND EFFECTIVE OPERATION AND IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM TO MEET THE EDUCATIONAL OBJECTIVES AND PHILOSOPHY OF THE SCHOOL CORPORATION.
BUSINESS AFFAIRS PROGRAM
THE BUSINESS AFFAIRS PROGRAM FUNCTIONS TO COORDINATE AND MAINTAIN THOSE ETHICAL BUSINESS PROCESSES REQUIRED FOR THE EFFICIENT FINANCIAL OPERATION OF THE SCHOOL CORPORATION IN ACCORDANCE WITH THE OBJECTIVES AND PHILOSOPHY OF THE DISTRICT AND STATE STATE CODES AND REGULATIONS.
PERSONNEL AND SCHOOL COMMUNITY RELATIONS PROGRAM
THE PERSONNEL AND SCHOOL COMMUNITY RELATIONS PROGRAM FUNCTIONS TO RECRUIT, SELECT, RECOMMEND APPOINTMENT, ORIENT, EVALUATE, AND DIRECT GENERAL IMPROVEMENT PROGRAMS FOR STAFF PERSONNEL AND TO NEGOTIATE SALARY AND WELFARE CONTRACTS WITH EMPLOYEE GROUPS. IT IS ALSO ESTABLISHED TO INFORM, INTERPRET, AND OBTAIN FEEDBACK ABOUT THE EDUCATIONAL PROGRAM PHILOSOPHY AND OBJECTIVES OF THE SCHOOL CORPORATION, AND TO ESTABLISH AND MAINTAIN OPEN COMMUNICATION WITHIN THE EDUCATIONAL COMMUNITY.
PUPIL PERSONNEL SERVICES PROGRAM
THE PUPIL PERSONNEL SERVICES PROGRAM FUNCTIONS TO CONDUCT AND MAINTAIN DATA ON PUPIL CHARACTERISTICS SUCH AS: POPULATION TRENDS, ATTENDANCE DISTRICTS, ENROLLMENT PROJECTIONS, AND OTHER INFORMATION USEFUL IN THE PLANNING, ORGANIZING, OPERATING AND EVALUATING OF THE SCHOOL DISTRICT. THE PROGRAM IS RESPONSIBLE TO COORDINATE, CONDUCT, AND INTERPRET THE DISTRICT-WIDE TESTING PROGRAM AND TO PROVIDE INDIVIDUAL CASE STUDY PSYCHOLOGICAL OBSERVATIONS AND TESTING. THE DIRECTOR WILL ASSIST IN THE GUIDANCE AND COUNSELING AS IT RELATES TO THE TOTAL EDUCATIONAL PROGRAM.
THE PROGRAM IS RESPONSIBLE FOR THE SUPERVISION AND COORDINATION OF THE DISTRICT'S HEALTH SERVICES IN ACCORDANCE WITH THE ADOPTED EDUCATIONAL OBJECTIVES AND PHILOSOPHY OF THE DISTRICT AND STATE AND FEDERAL CODES AND REGULATIONS.
CURRICULUM PROGRAM
THE CURRICULUM PROGRAM FUNCTIONS TO SUPERVISE AND COORDINATE THE CURRICULUM PROGRAM SO THAT EQUAL LEVELS OF EDUCATIONAL OPPORTUNITY WILL BE AFFORDED THE STUDENT AS HE PROGRESSES THROUGH THE TOTAL INSTRUCTIONAL PROGRAM GRADES K-12.
TRANSPORTATION PROGRAM
THE TRANSPORTATION PROGRAM FUNCTIONS TO MAINTAIN AND COORDINATE THE MAINTENANCE AND SAFETY OF ALL TRANSPORTATION EQUIPMENT FOR THE DISTRICT AND COORDINATES AND SUPERVISES THE TRANSPORTATION OF ALL PUPILS WITHIN THE SCHOOL CORPORATION.
OPERATIONS AND MAINTENANCE PROGRAM
THE OPERATIONS AND MAINTENANCE PROGRAM FUNCTIONS TO MAINTAIN AND OPERATE ALL PHYSICAL PLANT FACILITIES AND GROUNDS OF THE SCHOOL CORPORATION IN ACCORDANCE WITH STATE CODES AND REGULATIONS AND THE OBJECTIVES AND PHILOSOPHY OF THE SCHOOL CORPORATION SO AS TO ASSURE THE MAXIMUM SERVICEABILITY TO THE DISTRICT AT ALL TIMES.
ATTENDANCE SERVICES PROGRAM
THE ATTENDANCE SERVICES PROGRAM FUNCTIONS TO MAINTAIN SCHOOL CENSUS DATA, PROMOTE OPTIMUM SCHOOL ATTENDANCE, ASSIGN ATTENDANCE AREAS, AND SERVE AS A LIAISON BETWEEN THE COURTS AND THE SCHOOL CORPORATION.

ORGANIZATION OF OBJECTIVES AND FUNCTIONS OF THE EAST ALLEN COUNTY SCHOOLS

C. Developing the Management Organizational Structure

There is definite evidence to support the conclusion that a sound organizational pattern will improve the work of all concerned, while a poor organizational pattern will harm their work.

The line and staff concept underlies all school systems. The necessity for allocating responsibility and authority among individuals is axiomatic but the criteria for determining that allocation should be the functions and common objectives of the school system.

The organizational table for the East Allen County Schools (Figure 2) represents the line and staff relationships of the supportive program of the school system.

It should be made clear that within the school system a program director serves, to a certain extent, both line and staff functions. For example, the Fiscal Officer will have a staff directly under his jurisdiction and reporting to him. In some cases this may be no more than a secretary. However, in dealing with these subordinates, the program director acts in a line capacity. A staff officer may be delegated line authority for specific jobs. For these he exercises line authority in the name of his superior. The staff officer, even while performing a line function, understands his relationship as a staff officer to the total organization. The point is that line and staff organizational charts serve to relate responsibilities and authority within the school system and that this chart represents a static picture. Yet, the operation of the organization is not static. It is fluid and must change at times to serve the needs of the organizational objectives.

The East Allen organizational structure is designed to direct the activities of the personnel and functions of the various programs toward a cooperative and coordinated effort to achieve the district's common objectives. These coordinated functions and activities are grounded in authority and responsibility. The organizational structure attempts to make leadership, responsibility, specialized skills, and the exercise of authority operate according to the accepted ultimate and systemwide objectives of the East Allen School System.

MANAGEMENT ORGANIZATION

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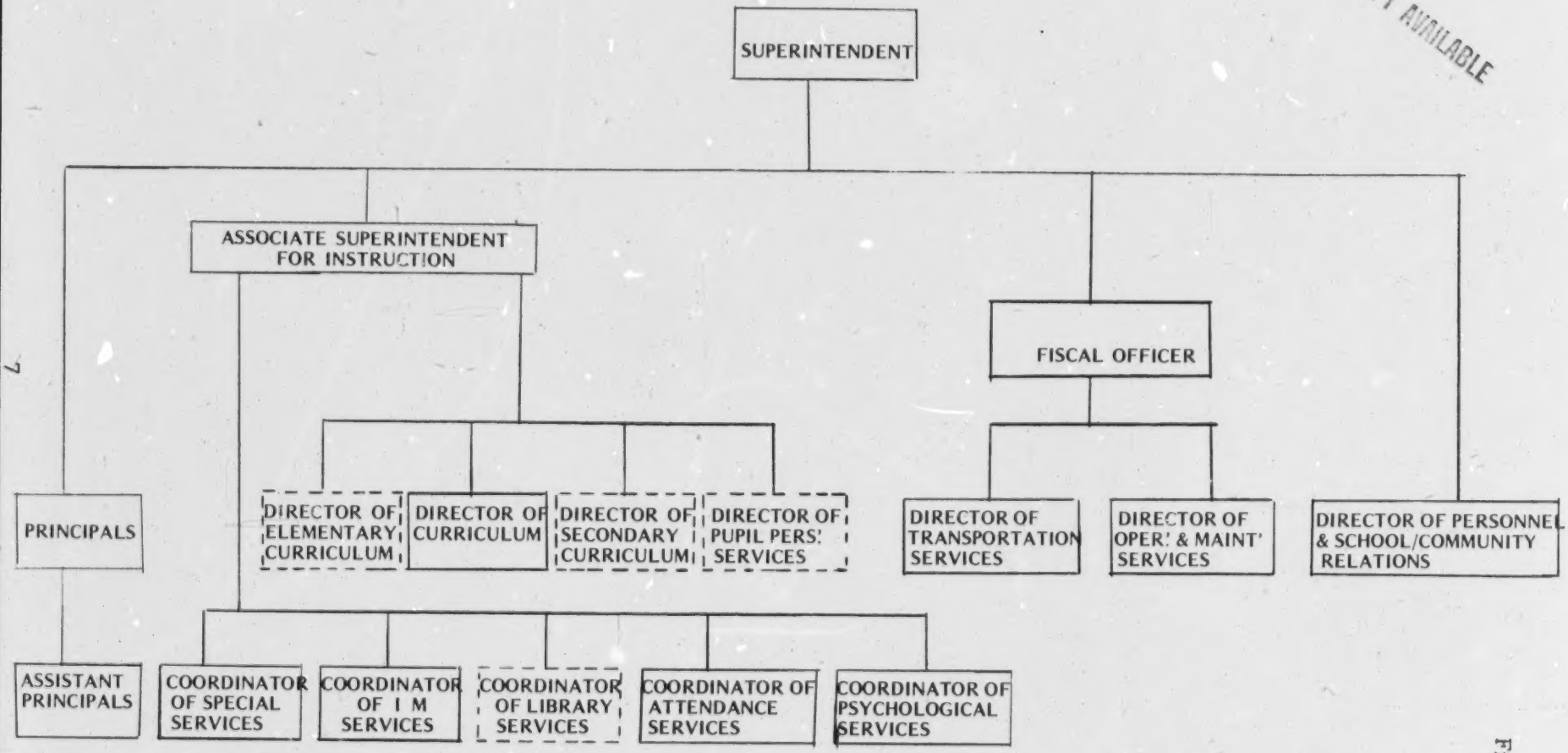

Figure 2.

D Developing the Managerial Appraisal Process

The major objective of the appraisal process is to improve managerial performance. A basic assumption to this process is that performance improvement is most effective when specific efforts are made to achieve it.

The appraisal of managerial performance and not the personal characteristics of managers should be the basis of an effective appraisal program.

Traditionally, appraisal has been thought of in terms of a rating process. Appraisal should be much more than a rating process. Properly conceived and implemented, staff appraisal is a work planning and review process cooperatively carried out by the manager being appraised and the manager responsible for making the appraisal. It is a joint effort to achieve the best results and to evaluate the results in a fair and objective manner. The appraisal process cannot be viewed as an end in itself. It is a means for motivating self improvement and increasing the effectiveness of managerial performance. It is therefore desirable that performance guidelines be established and utilized by staff members for the purposes of self-evaluation and to aid the managers who serve as appraisers.

The appraisal process always must strive to facilitate the performance of managerial roles rather than hinder the carrying out of managerial responsibilities and duties.

Any effective managerial appraisal process must:

1. Have clear objectives and criteria.
2. Be purposeful and put to use.
3. Not instill fear in the appraisee.
4. Be cooperatively planned with cooperation procedures.
5. Be constructive.
6. Be continuous.
7. Serve as guidance for the managerial staff.
8. Focus upon managerial behaviors and needs.
9. Take into account Superior-Subordinate relationships.
10. Recognize individual factors in a manager's background.
11. Judge managerial effectiveness in the light of the school system's objectives and the job expectancies of the various managerial personnel.

The primary objective of the appraisal process is to improve managerial performance. Secondary objectives of the appraisal process are to identify personnel with the capacity and readiness for assuming greater responsibility and to establish compensation that is partially based upon performance.

As a result of these objectives, it is anticipated that the school district will have more efficient operations, greater leadership potential of the staff, more competent performance, better communications, and a better educational product.

Coupled with a management-by-objectives philosophy, this appraisal process will enable managers to see the requirements of their jobs more clearly, know the limits of their freedom of action, help them attain self-improvement, and let them know "where they stand" in the performance of their jobs.

All personnel falling into the classification of managers, i.e., Superintendent, Associate Superintendent, Directors, Coordinators, Supervisors, Principals, Assistant Principals, etc. shall be appraised annually.

Established job expectancies shall be used as a basis for self-appraisal and for appraisal by the appraisee and appraiser. In addition, developmental objectives that are cooperatively and jointly defined by the appraisee and the appraiser shall be generated in the appraisal process. All managers should be aware that appraisal will be related to job expectancies and the cooperatively defined developmental objectives. Appraisal can be most objective and impartial when job expectancies are clearly established and understood in advance.

The appraisal process entails four basic steps: (Figure 3)

1. Self appraisal
2. Mutual establishment of developmental objectives
3. Interim progress meetings
4. Year-end appraisal

Step One: Self Appraisal

Much research has gone into the study of the characteristics of a good manager. However, no model of a "successful manager" has, as yet, been positively identified or described. What has been identified is the fact that successful managers are the result of developing their own unique style of management. There are certain activities in which all managers are involved, i.e., planning directing, controlling. However, the method by which these are accomplished is the choice of the manager. Therefore, to bring about improvement in the performance of the manager, it is necessary for the manager to know and understand as much about himself as possible. In other words, the manager becomes his own consultant, and the beginning of the improvement cycle begins with the recognition of the need to know one's self better as well as the need for improvement in one's own performance of the management functions. Therefore, the improvement of performance will come about only when managers examine their own behavior.

The difficulty in the self-appraisal process is the reluctance the appraisee will have in exposing his perceived weaknesses to his superiors. To honestly assess one's strengths and weaknesses in relation to job expectancies, one needs to recognize that it is done in the spirit of advance planning of work, rather than merely submitting to a personal test.

The need for identifying improvement of performance and growth of the appraisee as the primary objective of the appraisal process is critical to the self-appraisal technique. The appraisee should recognize that self-appraisal is truly a part of helping him perform better and may lead to greater opportunity, commendation, compensation, and promotion.

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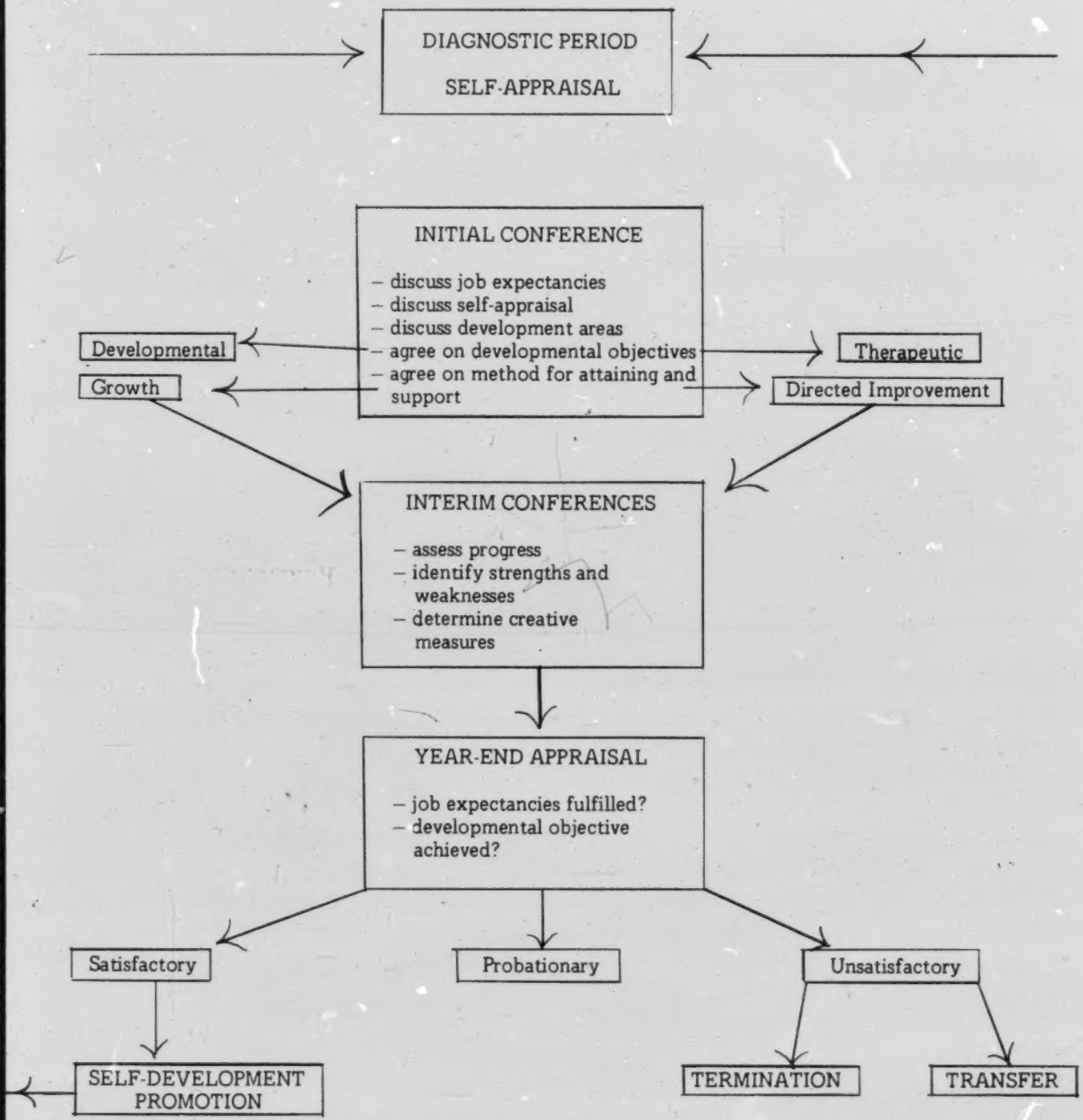
Figure 3



MANAGERIAL APPRAISAL PROCESS

As a guide to the appraisee in the self-appraisal process, the following factors should be examined in relationship to the job expectancies.

1. Policies, Procedures, and Practices: Does the appraisee display the skills and knowledges necessary to effectively recommend, establish, and administer policies, procedures, and practices in his areas of responsibility?
2. Supervision: Does the appraisee effectively demonstrate and apply the necessary skills and knowledge of supervision to the programs and personnel assigned to him?
3. Planning: Does the appraisee effectively design, implement, and evaluate the objectives of his programs and the district?
4. Decision Making: Does the appraisee display the knowledge and skills required to effectively make decisions in terms of degree of independent action and effect on others?
5. Interpersonal Relations: Does the appraisee display positive attitudes in meeting with and influencing employees, students, parents, and community members district-wide?
6. Physical, Personnel, and Financial Resources: Does the appraisee demonstrate effective use of skills and knowledges in cost/effectivenesss in the utilization of physical property, personnel and financial resources?
7. Creativity: Does the appraisee show imagination and/or creative ability in the identification of problems and the application of solutions to administrative and/or academic problems.

In addition, it is suggested that the appraisee examine the preceding seven factors with respect to the following considerations:

- What is my general attitude towards these factors?
- Do I work with and through others in accomplishing these factors?
- Do I establish objectives for myself in each of these factors?
- Do I follow through on plans and actions?
- Do I evaluate the results of my plans and actions?
- Do I get along with subordinates?
- Am I amenable to constructive criticism?
- Do I generate confidence among my subordinates?
- Do I attempt to develop those under my direction?
- Do I delegate responsibility and work?
- Do I accomplish my own objectives?
- Am I a good organizer?

Emphasis in self-appraisal always should be in terms of job expectancies and actual performance. The primary purpose of the appraisal process is improvement of performance through the strengthening of personal competencies.

Step Two: Establishment of Developmental Objectives

At the beginning of the school year, no later than October 15, a conference should be held between the appraisee and the appraiser. The objective of the conference is to establish consensus between the appraisee and the appraiser in regard to the understanding of job expectancies and to establish developmental objectives for the school year.

To accomplish this objective, the appraiser should be familiar with the subordinate's job in order to help in the establishment of the developmental objectives. Developmental objectives should contribute to the improvement of prime responsibilities that have been delineated as job expectancies.

Once consensus has been reached concerning job expectancies and the developmental objectives have been established, discussion should center upon a plan for achieving the developmental objectives.

The accomplishment of the objectives should not be viewed as the sole responsibility of the appraisee. The appraiser should establish with the appraisee a commitment to work cooperatively in order to achieve the developmental objectives. It should be clearly understood that the appraiser is committing himself and the resources at his disposal to help the appraisee achieve the year's developmental objectives. Thus, the appraisal process is truly a cooperative performance developmental program.

Step Three: Interim Progress Meetings

Once the appraiser and appraisee have reviewed the job expectancies, established developmental objectives for the year, and agreed upon a plan of action to accomplish the objectives, it is time to set the plan into operation. It is recommended that the plan incorporate a time table that will enable the appraisee and appraiser to establish some degree of progress and accomplishment by February 1 of each school year.

The appraisal and supervisory functions become closely tied together. The appraiser and appraisee work together toward the achievement of the developmental objectives and job expectancies. It is in step two that the mutually defined action plan, in which roles and responsibilities of the appraiser and appraisee are specified, is implemented. The appraisee will know the extent and type of supervisory help the appraiser will be providing, and the appraiser will have a clear understanding of his commitment toward the needs of the appraisee.

It is expected that the appraisee and appraiser will be periodically evaluating the progress of the appraisee toward his job expectancies and developmental objectives. In fact, agreement should have been reached as to how often the appraisee and appraiser will meet to assess progress and discuss problems which may arise. It is recommended that a minimum of one interim conference be held to assess progress.

The primary objectives of step three are to:

1. Review how well the appraisee is progressing along the pre-established plan.
2. Identify any areas in which the appraisee may be having problems and cooperatively work out plans to overcome these problems
3. Adjust the plans as conditions change and warrant adjustment.

The periodic progress review meetings are an essential part of the overall appraisal process. It is during these meetings that the appraiser demonstrates his role of support and commitment in

helping the appraisee attain the developmental objectives It is therefore critical that the supportive role be consciously followed Every effort must be made to help the appraisee accomplish the agreed upon developmental objectives

As the appraisee and appraiser continue from one progress meeting to another, they are working toward the annual appraisal meeting, which is the next step

Step Four: The Appraisal Meeting

The final appraisal meeting will be complete on or before April 15 of each year The primary objective of the appraisal meeting is to determine as objectively and fairly as possible the work competence of the appraisee It is not a negative fault-finding experience which dwells upon identifying areas of performance which were not satisfactory. Rather, the appraisal meeting is an informal discussion between the appraisee and appraiser centering upon results and potential improvement The appraisee enters the meeting capable of evaluating his own performance and is fully aware of how he did during the year in relation to his job expectancies and agreed upon developmental objectives The appraiser is interested in the areas where the appraisee had difficulties, in terms of providing assistance and support in helping the appraisee achieve his job expectancies and agreed upon developmental objectives, rather than in finding fault with the individual and his performance

The appraisee should self-appraise his own performance prior to the appraisal meeting. The appraisee should make an honest effort to assess his accomplishment of the job expectancies and developmental objectives

Likewise, the appraiser must be prepared for the appraisal meeting It is important to recognize that not all appraisal meetings will go smoothly Some appraisees will be uncomfortable; others will not The nature of the appraisal meeting is to review the year's accomplishments and to share common viewpoints and, if necessary, to communicate disagreement If the appraisee and appraiser have worked closely and cooperatively during the year, there is less likelihood of conflicting opinion arising during the appraisal meeting

The appraiser should objectively seek to find out if the job expectancies were lived up to and if the developmental objectives were accomplished Basically, the appraiser seeks to find out if behavioral change occurred in terms of the appraisee's managerial performance and what measures are available to show these accomplishments or lack of accomplishments

The objective of the appraiser is to complete a thoughtful review of the appraisee's job expectancy performance and achievement towards developmental objectives, keeping in mind what help and support were given to the appraisee The appraiser may have discovered as a result of the appraisal review that he has given less help and supervision to the appraisee than he should have For the appraiser to admit that he may have been at fault will usually increase the rapport between the appraisee and the appraiser

The appraiser and appraisee will utilize the appraisal form established to record the results of the appraisal meeting (Figure 3) The form permits the appraiser and appraisee to evaluate by

established performance factors on a 6 point scale relating to job expectancies and provides for additional information concerning achievement of developmental objectives.

The appraisal form provides for an indication of any action that should be taken. One action is that the appraisee should maintain his position. However, he may need help or his work may be unsatisfactory and require probationary status. This would be indicated on the form. Secondly, he may be transferred to another position. This can be prompted by the need for a less demanding job or to utilize his skills and talents in a more effective manner. The third possible action would be to replace the individual either by terminating his employment, demoting him to a lesser position, or promoting him. The appraisal will make a recommendation as to which action should be followed.

The appraisee signs the appraisal form indicating that he has seen and discussed it with the appraiser. His signature in no way constitutes agreement.

Generally, the appraisee and appraiser will discuss the areas in which improvements can and should be made. They will reach some general conclusions and identify possible developmental objective areas. It is an opportunity for the appraiser to encourage the appraisee to begin thinking about his self appraisal for the upcoming year. Thus, the appraisal process is a cycle which finds the manager constantly striving to maintain managerial performance at a high level.

The operational procedure for staff appraisal as discussed here will have several benefits for the school district. Assuming that the appraisal process is carefully implemented and consistently applied to all managerial personnel, the following benefits can be expected.

1. More effective management – it will identify areas of need for more effective management. It shows where management is being highly effective and it makes possible further progress.
2. Better management information – it will enable all managers to be better informed about the current status of managerial performance in the school system. It provides insight into conditions which need improvement. It can provide information regarding leadership for long range planning and results.
3. Change of attitude – it will give individuals a positive outlook on appraisal and see it as a means of help and support.
4. Morale builder – it lets the manager know how he is doing, recognize his accomplishments, and possess a sense of well being in that the manager knows his superiors are interested in his work and his future.
5. Clearly defined responsibilities – it explains to the managers the job expectancies, so that through the conferences between appraisee and the appraiser, a clearer understanding of job responsibilities results.

It is assumed that if the basic steps outlined in this process are followed, it is reasonable to expect that the participating managers will improve their managerial performance and consequently raise the overall effectiveness of the educational program.

Definitions of Levels of Performance Management Evaluation Instrument

Distinguishable – the individual that has distinguished himself as a leader in educational management. This is manifested through recognition by subordinates, peers, and superordinates in education as outstanding. Possesses the refined qualities of the outstanding individuals in the field of education.

Commendable – the individual that has definitely demonstrated continuous professional maturity. He demonstrates evidences of being able to make changes/adjustments as manifested through the performance of tasks related to the management of education.

Competent – the individual that has satisfactorily met all requirements of the assignment as set forth through philosophy, regulation or policy. All acceptable individuals in educational management are expected to perform at this level.

Adequate – the individual that has periodically been incapable of dealing with the various situations of the assignment. The one that might demonstrate spurts of strong performance, but often will resort to previous behaviors because of lack of security.

Marginal – the individual that has consistently been unable to deal with the expectations of the assignment as mutually agreed upon by appraisee and appraiser. The individual that is not performing and it is manifested in the total ineffectiveness of the program for which he is responsible.

Probationary – the individual that has been identified as marginal; however, has been given some definite direction and a period of time in which to work toward some change. This would precede a reassignment if deemed mutually desirable on behalf of appraisee and appraiser.

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Figure 4

EDUCATIONAL MANAGEMENT APPRAISAL INSTRUMENT

Name of Appraisee_____ Appraisal Period: From____To____

School/Office _____

Current Assignment _____

Name of Appraiser _____ Position _____

BASIC PERFORMANCE APPRAISAL Below are the basic factors deemed relevant to good job performance. Appraisee and appraiser should make an overall (general) interpretation of the degree of competence in each factor in the context of the established job expectancies. Consider each factor separately and independent of the other factors.	Appraisee						Appraiser					
	5 Distinguished	4 Commendable	3 Competent	2 Adequate	1 Marginal	0 Probationary	5 Distinguished	4 Commendable	3 Competent	2 Adequate	1 Marginal	0 Probationary
1. Policies, Procedures, and Practices: Displays the skills and knowledge necessary to effectively recommend, establish, and administer policies, procedure and practices in his areas of responsibility.												
2. Supervision: Demonstrates and supplies necessary skills and knowledge of supervision to the programs and personnel assigned to him.												
3. Planning: Effectively designs, implements and evaluates the objectives of his program responsibilities and those of the district.												
4. Decision Making: Displays the knowledge and skills required to effectively make decisions in terms of degree of independent action and effect on others.												
5. Inter-personal Relations: Displays positive attitudes in meeting with and influencing employees, students, parents and community members in his area of responsibility and district-wide.												
6. Physical and Financial Resources: Demonstrates effective use of skills and knowledges in cost/effectiveness in the utilization of physical property and financial resources.												
7. Creativity: Shows imagination and/or creative ability in the identification of problems and the application of solutions to identified administrative and/or academic problems.												
8. Other (specify)												

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Figure 4 (continued)

Specific Developmental Objectives designed to achieve district's program objectives: List the specific developmental objectives which the appraisee and appraiser mutually derived as appropriate for the district's and appraiser's needs. (Note: if additional space is required for comments, use plain paper and staple to this page. A. Make any additional comments to the overall appraisal which may support or clarify the general interpretation. B. Describe those aspects of the appraisee's work performance which have contributed the most to his effectiveness in achieving the objective. C. Indicate any specific action which should be taken to improve performance in any area.)	Appraisee						Appraiser					
	5	4	3	2	1	0	5	4	3	2	1	0
	Distinguished	Commendable	Competent	Adequate	Marginal	Probationary	Distinguished	Commendable	Competent	Adequate	Marginal	Probationary

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Figure 4 (continued)

Specific Developmental Objectives (cont.)	Appraisee						Appraiser					
	5	4	3	2	1	0	5	4	3	2	1	0
	Distinguished	Commendable	Competent	Adequate	Marginal	Probationary	Distinguished	Commendable	Competent	Adequate	Marginal	Probationary

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Figure 4 (continued)

Pertinent Comments Regarding Present or Possible Future Assignments:

SUMMARY EVALUATION | 5 | 4 | 3 | 2 | 1 | 0 |

Assignment Recommendation:

Salary Recommendation:

I have read this appraisal of my performance and discussed it with my supervisor. My signature does not necessarily indicate agreement.

Signature _____ Date _____

Conference requested with appraiser's immediate superior. ____Yes ____No

1 - Appraisee
1 - Appraiser
1 - Superintendent

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Figure 4 (continued)

EAST ALLEN COUNTY SCHOOLS

Name of Appraisee _____ Position _____

Summary of Contacts with Appraisee

(This form is to be used to record a resume of appraisal contacts made with the administrator.)

I. Dates: _____

II. General Statement of Problem: (Progressing - Not progressing; strengths and weaknesses)

III. Summary of Help Provided: _____

Appraiser _____ Date _____

1 - Appraisee
1 - Appraiser

III. DEVELOPING PROGRAM AND PERFORMANCE OBJECTIVES

The basic concepts behind the establishment of program and performance objectives are: (1) the clearer the idea one has of what one is trying to accomplish, the greater the chances of accomplishing it, and (2) progress can only be measured in terms of what one is trying to progress toward

The most common error made by management new to the objectives approach is they define activities instead of results Managers may engage in a great deal of activity and feel they are doing the job, when they have really added little of value to forward the objectives of their programs or the school district common goal and objectives In fact, these activities actually may have retarded other worthwhile achievements

A positive attitude must be developed by all employees toward the objectives approach to management Every program manager must know he is expected to meet his objectives One of the pitfalls in implementing a management by-objectives program is the inclination of a superior to accept outstanding accomplishment in a few objectives to "balance off" less-than-reasonable accomplishment in other objectives The superior must demand at least reasonable competency of all objectives or the program will not function at the level of expectancy.

The following program and performance objectives serve as the job descriptions for the management positions in the school district

A. Superintendent of Schools

Program Objective: The Superintendent of Schools is the chief executive officer of the East Allen Schools and is directly responsible to the Board of School Trustees for the management of all departments of the school corporation as provided by law He shall see that the school system operates in such a manner that the educational philosophy and objectives adopted by the Board of School Trustees are carried out in an efficient and effective manner so as to achieve maximum results.

Maintenance Performance Objectives:

The Superintendent will:

POLICY	1.	Initiate and direct the development of policy by staff members for submission to the Board of School Trustees which comply with State or Federal laws, and which are for the betterment of all programs of written rules
REGULATION RULES	2.	Initiate and direct the development of written rules and regulations, which are in compliance with Board policy or law, and which shall enhance the efficient and effective operation of all departments of the school corporation
DELEGATE AUTHORITY AND RESPONSIBILITY	3	Delegate authority and responsibilities in written form to all staff members in accordance with their assignments and in a manner deemed the most efficient and effective for achieving the maximum results of assigned programs

LEADERSHIP	4.	Convene and direct meetings with professional staff on a regular basis to discuss short term and long term plans of the school district's Educational Program; thus leading to improved communications among the educational community membership
ADMINISTRATIVE STAFF MEETING	5	Meet and discuss the overall administration of the school district with building principals and other supervisory and administrative personnel on a regular basis
SCHOOL BOARD MEETINGS	6	Meet with the Board of School Trustees at all regular and special meetings
SCHOOL BOARD "STUDY SESSIONS"	7.	Recommend to the Board of School Trustees "study sessions" for informing them about needs, programs, and operations of the school district when such meetings are deemed appropriate and necessary to the efficient and effective operation of the school district
PERSONNEL SALARY AND WELFARE	8	Initiate and direct the study and formulation of salary schedules and other personnel welfare matters and submit detailed written reports and recommendations to the Board of School Trustees
STAFFING	9	Approve and recommend to the Board of School Trustees in written form the appointment, assignment, transfer, promotion, or dismissal of all employees
TEXTBOOKS	10	Initiate and direct the selection and recommendations for adoption by the Board of School Trustees of all textbooks and instructional materials used in the school corporation in accordance with state laws.
PUBLIC RELATIONS	11.	Meet with individuals and groups, publicly and privately, to discuss and interpret the various aspects of the total school district program.
LIAISON PUBLIC RELATIONS	12	Establish and maintain a friendly and cooperative relationship with all news media, i.e., press, radio, and T V in the Fort Wayne area
FACILITIES OPERATION	13	Initiate and direct all studies related to major building repairs and submit detailed written reports and recommendations to the Board of School Trustees
FACILITIES EXPANDED	14	Initiate and direct all studies related to new site development and new physical plant construction and submit detailed written reports and recommendations to the Board of School Trustees
BUDGET PREPARATION	15	Initiate and direct annually the development of the school district budget utilizing appropriate personnel in the various departments of the school district
BUDGET APPROVAL	16	Submit annually a budget for the school corporation by the second regularly scheduled Board meeting of July to the Board of School Trustees and subsequently to the various local and state government reviewing agencies for their approval and/or adoption
PERSONNEL ASSISTANCE	17	Call upon and request assistance from all certified and noncertified personnel as is appropriate in the performance of all responsibilities assigned
BUDGET ACCOUNTABILITY	18	Be responsible for the efficient and effective operation of the program within the approved budget appropriations as adopted by the Board of School Trustees

SCHOOL BOARD EXECUTIVE

19. Serve at the direction of the Board of School Trustees and carry out all assignments which they request

PROGRAM EVALUATION

20. Initiate continual evaluation of all facets of the Educational Program; thus facilitating better planning and programming of economic resources to better utilization

B. Associate Superintendent for Instruction

Program Objective:

The Associate Superintendent for Instruction is directly responsible to the Superintendent and functions to provide a continuous program of educational improvement through research and development of the scope, sequence and consistency of instructional objectives, curriculum, and philosophy adopted by the Board of School Trustees, and the constant evaluation and revision of all instructional programs, methodologies, and curriculum materials to insure efficient and effective operation and improvement of the instructional program to meet the educational objectives and philosophy of the school corporation.

Maintenance Performance Objectives:

The Associate Superintendent for Instruction will:

EVALUATION AND DEVELOPMENT

1. Initiate and direct effective and efficient procedures and criteria for the study, evaluation, and rejection or development and implementation of instructional materials, textbooks, instructional equipment, physical facilities, teaching methodologies, techniques, and organizational groupings which would facilitate and maximize the educational program

INSTRUCTIONAL EVALUATION

2. Establish and maintain effective and efficient procedures and criteria, in cooperation with the professional staff, for the purpose of annually evaluating and appraising the instructional program, grades K-12

ANNUAL REPORT

3. Prepare and submit annually to the Superintendent a detailed written report of the operations, the annual activities and status of the total curriculum and instructional program based upon systematic evaluation of the instructional program

EXPERIMENTAL PROGRAMS

4. Initiate and direct, in cooperation with and assistance from appropriate staff personnel, all experimental and developmental instructional programs and establish procedures and criteria for the implementation, operation, and evaluation of all such programs and submit detailed written progress reports on a periodical basis and a final evaluation report with specific recommendations for action to the Superintendent.

TEXTBOOK ADOPTION

5. Establish and maintain efficient and effective procedures and criteria for the review, selection, and adoption of textbooks and other instructional materials on a regular basis and annually prepare and submit written detailed recommendations to the Superintendent for adoptions, deletions, and revisions

CURRICULUM COMMITTEES	6. Establish and maintain efficient and effective procedures and guidelines, with the cooperation of and assistance from appropriate staff personnel, for the creation and operation of curriculum committees for the study of specific areas of the curriculum and prepare and submit detailed reports of all such studies to the Superintendent
RESOURCES	7. Establish and maintain criteria and procedures for the review and action of all requests for supplementary materials, consultants, visitations, professional assistance, and other special needs and notify the originator of the request within one week of receipt by written notice as to pending action
IN-SERVICE	8. Establish and maintain criteria and procedures for an efficient and effective on-going district-wide inservice training program for the improvement of the performance of all instructional personnel
STAFFING	9 Initiate and direct effective and efficient procedures and criteria to identify and fulfill instructional staff needs in the area of curriculum and instructional personnel
ASSESSMENT	10. Initiate and direct efficient and effective procedures and criteria for the annual appraisal of an individual school's educational program in relation to the district's objectives and philosophy and in cooperation with and assistance from staff personnel and building administrators.
SUPERVISION EVALUATION	11. Supervise and annually evaluate all personnel who report directly to this office in accordance with the established procedures of the school corporation
STUDENT TEACHING	12. Coordinate and place all student teaching personnel in school system in cooperation with building principals, supervising teacher(s) and institution of higher education
SPECIFICATIONS	13. Assist in the planning and writing of educational specifications on new construction and renovation of existing facilities at the direction of the Superintendent
FEDERAL PROGRAMS IDENTIFICATION	14. Initiate and direct efficient and effective procedures and criteria for the identification of all desirable and qualified Federal programs for incorporation into the district's educational program in accordance with the adopted objectives and philosophy of the district; and shall submit detailed written recommendations to the Superintendent specifying appropriate action
FEDERAL PROGRAM IMPLEMENTATION	15. Initiate and direct efficient and effective procedures and criteria for the implementation of all Federal programs to include originating the proposal, designing the program, coordinating the application, supervising, and monitoring operationalized programs and evaluating completed projects in accordance with all Federal and State codes and regulations as may be approved by the Board of School Trustees.

FEDERAL PROGRAM REPORTS	16.	Initiate and direct efficient and effective procedures and guidelines for the preparation and submission of periodic written progress reports to the Superintendent on all operationalized Federal programs.
PUBLIC RELATIONS LIAISON	17.	Meet with individuals and groups; privately and publicly for the purpose of discussing and interpreting the instruction program and and the adopted instructional and educational objectives and philosophy of the school district.
REPORTS	18.	Prepare and submit accurately, according to established deadlines, all required and requested local, state, regional, and national forms and reports.
BUDGET	19.	Prepare and submit annually a detailed written budget recommendation for the efficient and effective operation of the programs and activities of the instructional program by June 1 to the Superintendent.
PERSONNEL	20.	Call upon and request assistance from all certified and noncertified personnel as is appropriate in the performance of all responsibilities assigned to this office.
BUDGET ACCOUNTABILITY	21.	Be responsible for the efficient and effective operation of program within the approved budget appropriations as adopted by the Board of School Trustees.
FORMS	22.	Establish and annually review for needed revision all forms utilized in the instructional program.
SCHOOL BOARD MEETINGS	23.	Attend all regular and special meetings of the Board of School Trustees to assist in the interpretation of information as requested by the Superintendent and/or Board members relative to educational program.
OTHER	24.	Perform other such duties and assignments as requested by Superintendent.

C. Fiscal Officer

Program Objective:

The Fiscal Officer is directly responsible to the Superintendent and functions to coordinate and maintain those ethical business processes required for the efficient financial operation of the school corporation in accordance with the objectives and philosophy of the district and state codes and regulations.

Maintenance Performance Objectives:

The Fiscal Officer will:

FISCAL PLANNING AND MANAGEMENT	1.	Initiate and direct efficient and effective procedures and criteria for the coordination of the financial planning of the school corporation and shall prepare and submit a detailed written document which shall analyze the material and personnel needs of the district and translate these needs into costs and revenue requirements which maximize the utilization of all available resources in an optimum cost manner.

FISCAL ACTIVITIES	2.	Initiate and direct efficient and effective criteria and procedures for establishing and maintaining the accurate accounting, auditing, and reporting policies and regulations of all financial activities in accordance with state codes and regulations and the objectives and philosophy of the school corporation; and in a manner which will maximize the utility of such information by the Board of School Trustees and district administrators.
ANNUAL BUDGET PREPARATION-PRESENTATION	3.	Assist at the direction of the Superintendent in preparing the annual formal budget document for submission to and approval of the Board of School Trustees and other legally designated agencies of the State of Indiana.
SCHOOL BOARD MEETINGS	4.	Attend all regular and special Board of School Trustees meetings for the purpose of informing and interpreting all matters related to the financial operation of the school district.
FISCAL PROCEDURES	5.	Establish and maintain efficient and effective criteria and procedures for the requisitioning, purchasing, receiving, inspecting, storing, recording, distributing, maintaining and operating of all equipment and supplies (at optimum cost) in terms of meeting the stated purposes, objectives, and philosophy of the school corporation and the local and state codes and regulations.
FINANCIAL REPORT	6.	Prepare and submit by the second meeting of each month to the Board of School Trustees an accurately detailed current report of the financial operations of the school district.
PAYROLL	7.	Initiate and direct the efficient and effective procedures and criteria for the accurate preparation and payment of all employees on a regular basis and all legally constructed payroll deductions as authorized by the Board of School Trustees and local, State, and Federal codes and regulations.
INVESTMENTS	8.	Establish and maintain effective and efficient procedures and criteria for the investment of inactive funds in such a manner as to yield the greatest return within the codes and regulations of the State of Indiana.
BUDGET PREPARATION	9.	Provide upon request, consultation and assistance to all school personnel directly charged with the preparation of preliminary budget estimates for the various school programs.
INSURANCE	10.	Establish and maintain efficient and effective procedures and criteria for the appraisal and annual review of insurance needs of all buildings, grounds, facilities and equipment, and make appropriate detailed written recommendations to the Superintendent.
CONSTRUCTION RENOVATION	11.	Render at the request of the Superintendent, assistance as directed in all financial matters pertaining to construction and/or renovation.
SUPERVISION & EVALUATION	12.	Supervise and annually evaluate all personnel directly reporting to this office in accordance with the established procedures of the school corporation.

RECORDS	13.	Establish and maintain efficient and effective procedures for the storage and retrieval of records, with appropriate security measures, in such a manner that they may be accurately and rapidly processed according to established procedures.
REPORTS	14.	Prepare and submit according to established deadlines all required and requested local, state, regional, and national forms and reports.
PUBLIC RELATIONS LIAISON	15.	Meet with individuals and groups, publicly and privately for the purpose of discussing and interpreting the various aspects of the financial and business operations of the school corporation.
ANNUAL SUPERINTENDENT REPORT	16.	Establish and maintain procedures and criteria for the periodic evaluation of all activities, policies, and procedures within the Fiscal Officer's Program and shall annually submit in writing a detailed report to the Superintendent by June 1.
RESEARCH & DEVELOPMENT	17.	Establish and maintain efficient and effective criteria and procedures for research and development to constantly improve the operations of the Fiscal Officer's Program.
PERSONNEL ASSISTANCE	18.	Call upon and request assistance from personnel as is appropriate in the performance of all responsibilities assigned.
BUDGET ACCOUNTABILITY	19.	Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.
FORMS	20.	Initiate and direct procedures and criteria for the review of all forms utilized in the Fiscal Officer's Program and for the purpose of simplifying and maximizing the processing of all data and information.
OTHER	21.	Perform such other duties as assigned or requested by the Superintendent.

D. Director of Personnel and School/Community Relations

Program Objective:

The Director of Personnel and School/Community Relations is directly responsible to the Superintendent and functions to recruit, select, recommend appointment, orient, evaluate, and direct general improvement programs for staff personnel and to negotiate salary and welfare contracts with employee groups. It is also established to inform, interpret, and obtain feedback about the educational program philosophy and objectives of the school corporation, and to establish and maintain open communication within the educational community.

Maintenance Performance Objectives:

The Director of Personnel and School/Community Relations will:

STAFFING: SELECTION-RECOMMENDATION	1.	Initiate and direct, in cooperation with and assistance from staff personnel, procedures and criteria for the efficient and effective selection and recommendation of qualified candidates for employment.
STAFFING: RECRUITMENT	2.	Formulate and maintain efficient and effective procedures to achieve maximum results in recruiting, locating, and interviewing qualified candidates to fill known and anticipated vacancies.

JOB DESCRIPTIONS	3.	Initiate and direct procedures and criteria for the establishment of written job descriptions for new positions and annually review and revise existing job descriptions in accordance with current district-wide operations.
STAFF: ORIENTATION	4.	Initiate and direct procedures and criteria for the conduct of an orientation program for any new personnel in cooperation with and assistance from appropriate staff personnel.
VACANCIES	5.	Establish efficient and effective procedures for staff personnel to apply for desired vacancies.
RECORDS	6.	Establish and maintain efficient and effective procedures for the storage and retrieval of personnel records, with appropriate security measures, on all employed personnel and the accurate and rapid processing of all required credentials and licenses.
DISSEMINATION OF INFORMATION REGARDING WELFARE	7.	Develop and direct a program of informational services for all district personnel with respect to matters of personal welfare
SUBSTITUTE TEACHERS	8.	Establish and maintain efficient and effective procedures and criteria for the recruitment, interviewing, selection and recommending of substitute teachers with the cooperation and assistance of staff personnel.
STAFF EVALUATION	9.	Initiate and direct procedures and criteria for the effective and efficient annual performance evaluation of personnel in accordance with Board policy, regulations, objectives and philosophy of the school corporation.
NEGOTIATIONS	10.	Enter into negotiations on behalf of the Board of School Trustees, at the direction of the Superintendent, with all employee groups representing school district employees and in accordance with established procedures representing school district employees and provide reports of the status and progress of such negotiations to Superintendent and make written recommendations to Superintendent for presentation to the Board of School Trustees for appropriate action.
GRIEVANCES	11.	Establish and maintain in cooperation with employee groups and in accordance with adopted agreements efficient and effective procedures for the hearing of all personnel grievances.
DISMISSALS	12.	Execute formal Board policy and regulation in the dismissal and/or termination of employees.
WELFARE	13.	Assist in the preparation of salary studies and other welfare matters at the direction of the Superintendent.
INFORMATIONAL SERVICES	14.	Develop and direct, in cooperation with and assistance from staff personnel, efficient and effective procedures to achieve maximum results in the continuous flow of accurate school related information, internally and externally, via the most appropriate media, channel, or means.

IN-SERVICE SCHOOL/COMMUNITY RELATIONS	15.	Develop and direct an efficient and effective inservice program to inculcate the importance, establishment, and maintenance of effective school/community relations for the purpose of achieving maximum participation of staff personnel in the involvement of the school/ community relations program.
ADVISORY COUNCIL	16.	Establish and meet with on a periodic basis an advisory council, consisting of representatives of the educational community, for the purpose of planning, discussing, and evaluating the operations, procedures and on-going activities of the personnel and school/ community relations program.
MEDIA	17.	Consult with and advise all district personnel upon request in the preparation and dissemination of accurate and appropriate brochures, pamphlets, and other types of reports, both printed and audio-visual, as required to keep school personnel and the community appraised of the corporation's programs, problems, and progress.
ASSESSMENT EDUCATIONAL COMMUNITY	18.	Develop and maintain criteria and procedures for effectively assessing the attitudes and reactions of the community and school personnel toward the district's educational programs, objectives, performance, and philosophy and submit a written report to the Superintendent upon request.
SCHOOL BOARD MEETINGS	19.	Attend all regular and special meetings of the Board of School Trustees to assist in the interpretation and dissemination of Board activities and actions to the news media, school personnel, and community-at-large.
PUBLIC AFFAIRS	20.	Facilitate direct assistance to civic and school affiliated organizations in request to specific needs with public affairs and school related activities.
SUPERINTENDENT ANNUAL REPORT	21.	Assist in the preparation and supervision of an annual "Report to the Community" at the direction of the Superintendent.
DEVELOPMENT OF WRITTEN POLICY	22.	Direct, at the request of the Superintendent, the development of written policy and regulation to carry out the educational program of the school system.
MANAGEMENT-BY-OBJECTIVES	23.	Initiate, formulate, maintain and direct procedures to continually update the processes and written guidelines of the Management-by Objectives system which will provide for the most effective and efficient management of the educational program in the East Allen County Schools.
ANNUAL REPORT	24.	Prepare and submit to the Superintendent a written report of the functions of the program by June 1.
SUPERVISION	25.	Supervise and annually evaluate all personnel directly reporting to this office in accordance with the established procedures of the school corporation.
PUBLIC RELATIONS LIAISON	26.	Meet with lay-professional groups, publicly and privately, to discuss and interpret the various aspects of the Personnel and School/ Community Relations Program.

BUDGET

27. Submit to the Superintendent detailed written recommendations pertaining to the preparation and administration of the budget required for the efficient and effective operation of the Personnel and School/Community Relations Program by June 1.

REPORTS

28. Prepare and submit according to established deadlines all required and requested local, state, regional and national forms and reports.

PERSONNEL ASSISTANCE

29. Call upon and request assistance of personnel as is appropriate in the performance of all responsibilities assigned.

BUDGET ACCOUNTABILITY

30. Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.

FORMS

31. Establish and annually review for needed revision all forms utilized in the Personnel and School/Community Relations Program.

OTHER

32. Perform such other duties as assigned or requested by the Superintendent.

E. Director of Curriculum

Program Objective:

The Director of Curriculum is directly responsible to the Associate Superintendent for Instruction. This program will function to direct, coordinate and supervise curriculum planning, program development, implementation and evaluation as it supports the total instructional program of the school district grades K-12.

Maintenance Performance Objectives:

The Director of Curriculum will:

PLANNING DEVELOPMENT EVALUATION

1. In accordance with the procedures and criteria established by the instructional program, provide the leadership and direction for implementation of the East Allen County Schools Curriculum Development Cycle, which is based upon Instructional Management-By-Objectives. (Figure 5) A detailed written report shall be submitted to the Associate Superintendent for Instruction by June 1 of each year.

TEXTBOOK & RELATED MATERIALS SELECTION

2. Direct the evaluation and selection of textbooks and textbook related materials which determine the content of the curriculum in accordance with procedures and criteria established by the instructional program. A detailed written report shall be submitted to the Associate Superintendent for Instruction by May 1 of each year.

CURRICULUM GUIDES

3. Initiate and direct efficient and effective procedures and criteria for the development, preparation, and annual review of objectives based curriculum guides in cooperation with and assistance from appropriate instructional staff personnel.

PROGRAM SUPERVISION

4. Initiate and direct efficient and effective procedures and criteria for annual review of the course of study and staff utilization of each school by February 1 of each year. A detailed report shall be

submitted to the Associate Superintendent for Instruction.

CONTENT INTEGRATION	5.	Establish and maintain efficient and effective procedures for the integration of subject area curricula content and related materials in grades K-12.
STAFF DEVELOPMENT	6.	Initiate, direct, and supervise, in cooperation with building principals, staff development relating to curriculum media, methods, and content, including orientation of new personnel, utilization of media, and development of specialized competencies.
CURRICULUM MEETINGS	7.	Direct the planning of meetings of all curriculum committees and prepare detailed written reports at the completion of all studies and activities and submit them to the Associate Superintendent in accordance with the criteria and procedures established by the instruction program.
BUILDING VISITATION	8.	Establish and maintain efficient and effective procedures and criteria for the regular periodic visitation of buildings and classrooms for the purpose of assisting with curriculum related problems in co-operation with building principals and instructional staff personnel.
EMERGING CURRICULUM	9.	Initiate and direct efficient and effective procedures for bringing emerging curricular trends to the attention of the building principal and the Associate Superintendent in cooperation with and assistance from appropriate resource personnel.
BOARD MEETINGS	10.	Attend all regular and special meetings of the Board of School Trustees as requested by the Associate Superintendent for Instruction to assist in the interpretation of information requested by the Superintendent and/or Board members regarding the curricular program.
ANNUAL BUDGET	11.	Prepare and submit to the Associate Superintendent a written detailed budget recommendation for the curriculum program by May 15 annually.
ANNUAL REPORT	12.	Prepare and submit an annual written report of all activities of the Director of Curriculum to the Associate Superintendent for Instruction by June 1.
PROGRAM STAFF	13.	Establish and maintain procedures and criteria for the efficient and effective coordination and utilization of all personnel reporting directly to the curriculum program.
PERSONNEL ASSISTANCE	14.	Call upon and request assistance from all personnel as is appropriate in the performance of all responsibilities assigned.
BUDGET ACCOUNTABILITY	15.	Be responsible for the efficient and effective operation of the program within the approved budget appropriations as adopted by the Board of School Trustees.
FORMS	16.	Establish and annually review for needed revision all forms utilized in the curriculum program.
OTHER	17.	Perform such other duties as requested by the Associate Superintendent.

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Figure 5

Subject Area Mathematics

Subject Geometry

Program Planning Curriculum Development Cycle

Year

73-74
1. Evaluation (Audit)
   a. Measurement of Outcomes
   b. Assessment of Needs

74-75
2. Planning (Design)
   a. Mission - Objectives
   b. Program Objectives
   c. Instructional Objectives
   d. Course of Study Review
   e. Media Selection (Textbook Adoption)

75-76
3. Implementation (Development)
   a. Strategy (Planning for Teaching)
      i. Methods Review
      ii. Grouping and Scheduling for Instruction
      iii. Staff Development
   b. Resource Utilization
      i. Media
      ii. Time
      iii. Facilities
      iv. Staff
      v. Equipment
      vi. Materials

76-77
4. Refinement (Review)

77-78
5. Maintenance (Operation)

F. Director of Transportation

Program Objective:

The Director of Transportation is directly responsible to the Fiscal Officer and functions to maintain and coordinate the maintenance and safety of all transportation equipment for the district and coordinates and supervises the transportation of all pupils within the school corporation.

Maintenance Performance Objectives:

The Director of Transportation will:

NEEDS ASSESSMENT	1.	Establish and maintain procedures and criteria for the annual assessment of transportation needs and notify the Fiscal Officer in a detailed written form of the results of such evaluation with accompanying recommendations
UTILIZATION	2.	Initiate and direct efficient and effective procedures and criteria for the maximum utilization of all buses in accordance with state codes and regulations.
ROUTES	3.	Initiate and direct annually in cooperation with the building principals, the planning and preparation of transportation routes and time schedules which are realistic and operationable.
REPAIR-MAINTENANCE	4.	Establish and maintain efficient and effective procedures and criteria for the repair and maintenance of vehicles and equipment in a manner to insure maximum serviceability to the district at all times and in accordance with state codes and regulations.
EQUIPMENT SPECIFICATIONS	5.	Prepare and submit in written form all specifications for the purchasing of new equipment and/or vehicles to the Fiscal Officer.
NEW EQUIPMENT PROCEDURES	6.	Receive, inspect, and record all newly purchased vehicles and equipment.
INVENTORY	7.	Establish and maintain an accurate inventory of all vehicles and equipment and valid warranties
SUPPLIES	8.	Maintain an adequate supply of fuels, oils, and other disposable supplies and initiate and direct procedures for the efficient and effective requisition and utilization of such supplies in accordance with state codes and regulations.
INSPECTION	9.	Organize and coordinate with state officials annual safety inspection of all school buses.
DRIVER ED. VEHICLES	10.	Order, assign, and properly maintain the cars as needed for the driver education programs in cooperation with the building administrators.
SPECIAL TRANSPORTATION	11.	Initiate and direct efficient and effective procedures and criteria for the review and action upon all special school activity transportation requests within one week of receipt by written notice to the originator in accordance with state and local regulation and policy.

MAPS-SCHEDULES	12.	Update and prepare for distribution to the appropriate staff personnel schedules, maps, and other appropriate forms of information concerning transportation routes.
STAFFING	13.	Establish and maintain in accordance with recommended guidelines of the Director of Personnel and School/Community Relations efficient and effective procedures and criteria in accordance with state codes, regulations and licensing for the recruitment, interviewing, selection, and recommendation for employment of bus drivers and other transportation personnel.
RECORDS	14.	Establish and maintain health and service records for all bus drivers in accordance with state codes and local rules and regulations.
SUPERVISION-EVALUATION	15.	Supervise and evaluate all personnel within the jurisdiction of the transportation program and in accordance with the established procedures of the school corporation.
IN-SERVICE	16.	Initiate and direct an efficient and effective in-service program for the training of all bus drivers in the areas of safety, first aid, and student control.
INCLEMENT WEATHER	17.	Initiate and direct efficient and effective procedures and criteria for determining if and when buses should be delayed or not run in the event of inclement weather conditions; and establish and maintain an effective and efficient communications network for notifying all appropriate personnel.
COST ANALYSIS	18.	Establish and maintain efficient and effective procedures and criteria for analyzing optimum cost of the operation and maintenance of all vehicles and equipment.
TRANSPORTATION DISCIPLINE	19.	Be responsible for cooperating with building administrators regarding transportation privileges and pupil discipline and responsibilities to best facilitate the transportation program. Included in this is development and dissemination of this information to the educational community.
PUBLIC RELATIONS LIAISON	20.	Meet with individuals, groups and organizations for the purpose of discussing and interpreting the operation and procedures of the Transportation Program.
ANNUAL BUDGET	21.	Prepare and submit to the Fiscal Officer by June 1 a written budget of the recommended needs of the Transportation Program.
SCHOOL BOARD MEETINGS	22.	Be in attendance at regular and special meetings of the Board of School Trustees when items regarding transportation appear on the published agenda.
REPORTS	23.	Prepare and submit, according to established deadlines, all required and requested local, state, regional and national forms and reports.
PERSONNEL ASSISTANCE	24.	Call upon and request assistance of all personnel as is appropriate in the performance of all responsibility assigned to this office.
BUDGET ACCOUNTABILITY	25.	Be responsible for the efficient and effective operation of the program within the approved budget appropriations as adopted by the Board of School Trustees.
OTHER	26.	Perform other duties as assigned by Fiscal Officer.

G. Director of Operations and Maintenance

Program Objective:

The Director of Operations and Maintenance Program is directly responsible to the Fiscal Officer and functions to maintain and operate all physical plant facilities and grounds of the school corporation in accordance with state codes and regulations and the objectives and philosophy of the school corporation so as to assure the maximum serviceability to the district at all times.

Maintenance Performance Objectives:

The Director of Operations and Maintenance will:

ANNUAL BUDGET	1.	Prepare and submit to Fiscal Officer by June 1 a written detailed budget for the efficient and effective operation of the Operations and Maintenance Program in such a manner as to maximize utilization and serviceability of all school plant facilities and grounds.
CLEANING-SERVICING	2.	Establish and maintain effective and efficient procedures and criteria for the cleaning and servicing of all buildings, grounds, and related equipment in such a manner as to maximize utilization and serviceability at all times.
REPAIR AND MAINTENANCE	3.	Initiate and direct efficient and effective procedures and criteria for the repair and maintenance of all school district buildings and grounds in a manner to maximize utilization and serviceability at all times and in accordance with all local, state, and national codes and regulations and the adopted objectives and philosophy of the school corporation.
FISCAL PROCEDURES	4.	Establish and maintain procedures in accordance with guidelines recommended by Fiscal Officer for the requisitioning, purchasing, receiving, inspecting, storing, recording, operating, maintaining and distributing of all supplies and equipment, both permanent and disposable, necessary to maintain the established and ongoing activities and programs of the program.
FACILITIES: INSPECTION-EVALUATION	5.	Establish and maintain efficient and effective procedures and criteria for the periodic inspection and evaluation of all plant facilities and grounds in order to maximize the quality and workmanship of all cleaning, servicing, and maintenance within the school corporation and shall annually prepare and submit to Fiscal Officer a written report on the serviceability and conditions of all grounds and facilities with detailed recommendations for any necessary action.
WORK ORDERS	6.	Initiate and direct efficient and effective procedures and criteria for the review and processing of all special work requests and written notifications to the originators within one week.
RESEARCH-DEVELOPMENT	7.	Initiate and direct research and development essential to the improvement of operations and maintenance program.
COURIER SERVICE	8.	Initiate and direct the efficient and effective procedures and criteria for the operation of an inter-school delivery system in cooperation

with and assistance from appropriate staff personnel.

IN-SERVICE	9.	Initiate and direct an efficient and effective in service program for the purpose of improving safety and the performance of all personnel within the Maintenance and Operations Program.
STAFFING	10.	Establish and maintain in accordance with recommended guidelines of the Director of Personnel and School/Community Relations, criteria for selection and employment of all custodial and maintenance personnel. Participate in selection, assignment and orientation of all personnel who work within the jurisdiction of the program.
NEW JOB SPECIFICATIONS	11.	Submit written job specifications for new positions at the direction of the Director of Personnel and School/Community Relations and review and revise existing job specifications in accordance with current district-wide practices and operations to the Director of Personnel and School/Community Relations
SUPERVISION-EVALUATION	12.	Supervise and annually evaluate all personnel directly reporting to this office and at the request of the building principal, assist in the evaluation of custodial personnel assigned to buildings and conduct such evaluation in accordance with the established procedures of the school corporation.
CONSULTATION	13.	Counsel and assist in the planning of new sites, facilities and grounds, and rennovation of existing facilities (at the direction of Fiscal Officer.)
CONSTRUCTION: INSPECTION-EVALUATION	14.	Prepare and submit to the Fiscal Officer written specifications for all biddable items relating to maintenance, building and grounds improvement and direct efficient and effective procedures and criteria for the inspection of and evaluation of progress, workmanship, and quality of construction on such items. Prepare and submit detailed written reports to all appropriate personnel as directed by the Fiscal Officer.
COMMUNICATIONS: CONTRACTORS-ARCHITECTS	15.	Establish and maintain communications and cooperation with contractors and architects for the purpose of expediting and solving problems which may arise.
RECORDS	16.	Establish and maintain efficient and effective procedures and criteria for the storage and retrieval of all records relative to maintenance and operations in a current and accurate state.
CONSTRUCTION RECORDS	17.	Establish and maintain effective and efficient procedures and criteria for the storage and retrieval of all construction records, prints, layouts, and specifications of all buildings and grounds: past, present, and future.
PUBLIC RELATIONS LIAISON	18.	Meet with individuals, groups and organizations for the purpose of discussion and interpreting the operation and procedures of the Operations and Maintenance Program.
SCHOOL BOARD MEETINGS	19.	Attend all regular and special meetings of the Board of School Trustees to assist in the interpretation of information as requested by the Superintendent and/or Board members regarding the program.

ANNUAL REPORT
20. Prepare and submit an annual written report of all activities of Maintenance and Operations Program to the Fiscal Officer by June 1.

REPORTS
21. Prepare and submit according to established deadlines all required and requested local, state, regional and national forms and reports.

PERSONNEL ASSISTANCE
22. Call upon and request assistance from personnel as is appropriate in the performance of all responsibilities assigned to this office.

BUDGET ACCOUNTABILITY
23. Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.

FORMS
24. Establish and review for needed revisions all forms utilized in the operations and procedures of the Mainteanace and Operations Program.

OTHER
25. Perform other duties as may be assigned by Fiscal Officer.

H. Coordinator of Psychological Services

Program Objective:

The Coordinator of Psychological Services is directly responsible to the Associate Superintendent for Instruction and functions to coordinate, conduct and interpret the district-wide testing program and to provide individual case study, psychological observations and testing. The coordinator will assist in guidance and counseling as it relates to the total educational program.

The program is responsible for the supervision and coordination of the district's health services in accordance with the adopted educational objectives and philosophy of the district and State and Federal codes and regulations.

Maintenance Performance Objectives:

The Coordinator of Pyschological Services will:

RESEARCH
1. Initiate and direct efficient and effective procedures and criteria for the study of any subject assigned by the Superintendent or Associate Superintendent for Instruction and shall prepare and submit accurate detailed written reports in a manner prescribed by the Associate Superintendent and at the time so designated.

TESTING SCHEDULE
2. Initiate and direct in cooperation with building principals and in an efficient and effective manner the annual administration of the district-wide standardized testing program, grades K-12.

TESTING MATERIALS
3. Establish and maintain procedures for requisitioning and storing, with appropriate security measures, all test materials and related equipment in sufficient quantities.

TEST INTERPRETATION
4. Initiate and direct, in cooperation with building principals, efficient and effective procedures for interpreting standardized testing results to students, teachers, administrators, and parents within a reasonable date of the test completion.

TEST PROCESSING AND FILING	5.	Establish and maintain an efficient and effective procedure for the processing of test scores, both standardized and individual, and supervise the maintenance of accurate and current filing on all testing and related data.
TEST EVALUATION	6.	Establish criteria and procedures for the evaluation of new and existing tests, testing programs and procedures and submit annual written recommendations for the retention, deletion, and admission of existing and new tests, testing programs, and procedures to the Associate Superintendent for Instruction by May 1.
CONSULTATION-RECOMMENDATION TEST INSTRUMENTS	7.	Consult with and submit written recommendations to the Associate Superintendent for the adoption of all standardized test instruments to be administered within the school corporation.
IN-SERVICE	8.	Initiate and direct the in-service training of teachers and administrators in the use and application of various standardized and district developed testing instruments as deemed necessary.
INDIVIDUAL PSYCHOLOGICALS	9.	Initiate and direct an efficient and effective procedure for the administration of individual psychological testing, observing, consulting and interpreting, and the preparation of accurate written reports of results to be forwarded to appropriate personnel.
PSYCHOLOGICAL EVALUATIONS	10.	Establish and maintain criteria and procedures for the evaluation and processing of psychological services requests within one week of receipt by written notice to the originator.
REFERRALS	11.	Establish and maintain efficient and effective criteria and procedures for the referral of all requests for psychological evaluations by appropriate outside agencies.
STAFFING	12.	Meet with and critique all candidates for employment within the psychological services program.
SUPERVISION EVALUATION	13.	Supervise and annually evaluate all personnel reporting directly to the coordinator in accordance with the established procedures of the school corporation.
PUBLIC RELATIONS LIAISON	14.	Meet to discuss and interpret adopted school policy and regulation and psychological services with individuals and groups, publicly or privately as requested.
REPORTS	15.	Prepare and submit accurately, according to established deadline, all required and requested local, state, regional, and national forms and reports assigned to this program area.
BUDGET	16.	Prepare annually, in detailed written form, budget requirements for all activities assigned to this program and submit to the Associate Superintendent for Instruction by May 1.
GUIDANCE SERVICES	17.	Assist building principals in developing, implementing and coordinating guidance services to compliment the educational program of the East Allen County Schools.
ANNUAL REPORT	18.	Prepare and submit to Associate Superintendent a detailed written report of the activities and operations of the Psychological Services by June 1.

POST HIGH SCHOOL STUDY	19.	Assist building principals in developing and implementing a method of assessing high school graduates to help determine how well the educational program of East Allen County Schools has prepared the graduate for post high school experiences.
HEALTH SERVICES	20.	Initiate and direct the supervision and coordination of the district's health services and responsibilities in accordance with the adopted educational objectives and philosophy and the local, State and Federal codes and regulations.
PERSONNEL ASSISTANCE	21.	Call upon and request the assistance of all personnel as is appropriate in the performance of all responsibilities assigned to this office.
BUDGET ACCOUNTABILITY	22.	Be responsible for the efficient and effective operation of the program within the approved budget appropriations as adopted by the Board of School Trustees.
FORMS	23.	Establish and annually review for needed revision all forms utilized in psychological services and take action according to identified needs.
OTHER	24.	Perform such other duties as may be assigned or requested by the Associate Superintendent.

J. Coordinator of Instructional Materials

Program Objective:

The Coordinator of Instructional Materials Program is directly responsible to the Associate Superintendent for Instruction and functions for the purpose of creating, duplicating, organizing, and maintaining instructional materials and equipment in accordance with the stated objectives of the educational program and adopted philosophy of the school corporation and to serve the entire school district from a central location.

Maintenance Performance Objectives:

The Coordinator of Instructional Materials will:

NEEDS: MATERIALS-EQUIPMENT	1.	Determine through consultation and discussion with building principals, coordinators, and directors the instructional materials and equipment needs of the school district and submit a written detailed budget to Associate Superintendent for Instruction by May 15.
EVALUATION: MATERIALS-EQUIPMENT	2.	Initiate and direct procedures and criteria for the evaluation of all instructional materials and equipment and maintain a reference file of current descriptive literature about new materials and equipment.
INVENTORY	3.	Maintain an accurate inventory of all instructional materials and equipment and valid warranties.
REQUESTS: REVIEW-ACTION	4.	Establish and maintain criteria and procedures to review and act upon all requested materials and services within a one week period of receipt.
PRODUCTION LEARNING MATERIALS	5.	Create, duplicate, and produce learning materials according to needs, specifications, and original ideas submitted by professional staff members. Production records are to be available for evaluation, inventory and cost analysis by the end of each school year.

PURCHASING	6.	Prepare and submit to the Fiscal Officer all requisitions including equipment specifications for the purchase and acquisition of instructional materials and equipment.
MAINTENANCE	7.	Establish and maintain procedures for the efficient and effective repair and maintenance of all instructional materials and equipment in a manner to insure maximum serviceability to the district at all times.
FISCAL PROCEDURES	8.	Establish and maintain procedures in accordance with guidelines recommended by Fiscal Officer for the requisitioning, purchasing, receiving, inspecting, storing, recording, operating, maintaining and distribution of all equipment and supplies necessary to the efficient and effective operation.
IN-SERVICE	9.	Initiate and direct an efficient and effective in-service program on the use and operation of all available resources within the scope of the Instructional Materials Center.
DISTRIBUTION-COLLECTION	10.	Establish and maintain efficient and effective procedures for the distribution and collection of instructional materials and equipment from the Instructional Materials Center.
RESOURCE CATALOG	11.	Update and prepare for distribution at the start of the school year an Instructional Materials Center catalog of available resources and shall periodically prepare supplements to maintain it throughout the school year.
BULLETIN	12.	Prepare and distribute monthly a bulletin informing district-wide instructional personnel about available new equipment, scheduled instructional materials center in-service meetings, new techniques and methods for using equipment, and materials and other information as may be deemed appropriate.
ADVISORY COUNCIL	13.	Establish and meet with on a regular basis an advisory counsel, consisting of district-wide representative teachers and administrators, for the purpose of discussing the operations and procedures of the Instructional Materials Center.
MATERIALS-SUPPLY	14.	Maintain an adequate store of disposable supplies for the Instructional Materials Center and initiate and direct procedures for the efficient and effective requisition, review, and distribution of requested supplies.
PERSONNEL: CONSULTATION	15.	Serve as a consultant to administrators, teachers, and other instructional personnel in the selection and use of equipment and materials for their work.
FACILITY: CONSULTATION	16.	Provide assistance and recommendations in the planning of instructional materials and equipment facilities for new school construction or remodeling of existing school plants.
SUPERVISION-EVALUATION	17.	Supervise and evaluate all personnel within the jurisdiction of the program in accordance with the established procedure of the school corporation.

ANNUAL REPORT	18. Prepare and submit an annual written report of all activities of the Instructional Materials Program to the Associate Superintendent for Instruction by June 1.
REPORTS	19. Prepare and submit according to established deadlines all required and requested local, state, regional, and national forms and reports.
PUBLIC RELATIONS LIAISON	20. Provide consultation to community organizations and groups regarding audio-visual materials and equipment which meet their specific needs.
PERSONNEL ASSISTANCE	21. Call upon and request the assistance of personnel as is appropriate in the performance of all responsibilities assigned to this office.
BUDGET ACCOUNTABILITY	22. Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.
FORMS	23. Establish and annually review for needed revision all forms utilized in the Instructional Materials Program.
OTHER	24. Perform other duties as assigned by the Associate Superintendent for Instruction.

K. Coordinator of Special Services Program

Program Objective:

The Coordinator of Special Services is directly responsible to the Associate Superintendent for Instruction and functions to establish and maintain all areas of the special education program (speech and hearing, educable mentally retarded, trainable mentally retarded, severly and profoundly retarded, physically handicapped, emotionally handicapped, perceptually handicapped, hard of hearing, deaf, partially sighted, multiple handicapped) and other programs as established in the East Allen County Schools in accordance with the adopted objectives and philosophy of the school corporation and state codes and regulations, as well as identify and obtain participation in those Federal programs which will enhance the improvement of the educational program and welfare of the pupil personnel in special programs.

Maintenance Performance Objectives:

The Coordinator of Special Services will.

CERTIFICATION	1. Be certified by the State to direct the Special Education program.
CURRICULUM	2. Initiate and direct efficient and effective criteria and procedures in cooperation with and assistance from appropriate staff personnel, for the planning, development, evaluation and revision of specialized curricula in the areas of special education and in accordance with State rules and regulations and shall annually prepare and submit written recommendations for the deletion, addition or maintenance of such curricula to the Associate Superintendent for Instruction.
EQUIPMENT AND MATERIALS	3. Consult with appropriate personnel and submit written specifications and recommendations for the adoption and/or purchase of all standard tests, equipment and materials utilized in the Special Services programs.

JOINT SERVICE	4.	Establish and meet on a regular periodic basis with an Advisory Committee, for the joint-service programs of the East Allen County Schools for trainable and severely retarded pupils, consisting of district-wide representation of teachers, parents, board members, and administrators, for the purpose of discussing and evaluating the operations and procedures of the program.
SPECIAL PUPIL EVALUATION	5.	Initiate and direct, with the cooperation and assistance of appropriate staff personnel, efficient and effective procedures and criteria for the referral, examination and evaluation of all pupils referred to the coordinator for action, and shall notify the originator of such requests within one week of receipt.
PUPIL REFERRAL	6.	Establish and maintain efficient and effective criteria and procedures for the referral of all special education pupils requiring professional services by appropriate outside agencies.
HOME-BOUND INSTRUCTION	7.	Initiate and direct efficient and effective procedures and criteria for the operation of home-bound instruction in accordance with the objectives and philosophy of the school corporation and state codes and regulations.
STAFFING	8.	Assist in the recruitment, interviewing, selection, and recommending of staff personnel to the Special Services Program according to the established procedures of the Director of Personnel and School/ Community Relations of the school corporation.
SUPERVISION EVALUATION	9.	Assist in supervising and evaluating with building principal all personnel within the jurisdiction of the Special Services Program according to the established procedures of the school corporation.
IN-SERVICE	10.	Initiate and direct an ongoing in-service training program for all special services personnel.
TRANSPORTATION	11.	Plan with the Director of Transportation efficient and effective criteria and procedures for the transportation of all special pupils needing such service both within and outside the school corporation.
REPORTS: PERSONNEL	12.	Initiate and direct efficient and effective procedures and criteria for the rapid and accurate dissemination of all reports and data pertaining to special education teachers.
REPORTS: PROGRAM	13.	Prepare and submit, according to established deadlines, all required and requested local, state, regional and national forms and reports.
BUDGET	14.	Prepare and submit to the Associate Superintendent for Instruction detailed written recommendations pertaining to the preparation and administration of the budget requirements for achieving the maximum utilization to the district of the Special Services Program in an efficient and effective manner by May 15
PUBLIC RELATIONS LIAISON	15.	Meet with individuals or groups, publicly or privately to discuss and interpret the various aspects, objectives and philosophy of the Special Services Program

STUDENT TEACHERS

16. Assist in the assignment and evaluation of student teachers in the special services area according to the established procedures as set forth by the Associate Superintendent for Instruction.

FEDERAL PROGRAMS

17. Initiate, develop and submit proposals for utilization of Federal funds in the Special Service Program and provide supervision and evaluation in accordance with guidelines established by the Associate Superintendent for Instruction.

RECORDS

18. Establish and maintain efficient and effective procedures and criteria for the storage and retrieval of all special services forms, records, etc. in such a manner so as to maximize rapid processing and accuracy.

PERSONNEL ASSISTANCE

19. Call upon and request assistance from personnel as is appropriate in the performance of all responsibilities assigned to this office.

BUDGET ACCOUNTABILITY

20. Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.

FORMS

21. Establish and annually review for needed revision all forms utilized in the Special Services Program.

OTHER

22. Perform such other duties as may be assigned or requested by Associate Superintendent for Instruction.

L. Coordinator of Attendance Services

Program Objectives:

The Coordinator of Attendance Services is directly responsible to the Associate Superintendent for Instruction and functions to maintain school census data, promote optimum school attendance, assign attendance areas, and serve as a liaison between the courts and the school corporation.

Maintenance Performance Objectives:

The Coordinator of Attendance Services will:

RECORDS

1. Initiate and direct efficient and effective procedures and criteria for the establishment and maintenance of the annual acquisition, accurate recording, safe storage, and rapid retrieval of data pertinent to pupil characteristics, population trends, attendance districts, enrollment projections, and other such data requested by the Associate Superintendent for Instruction.

SCHOOL ATTENDANCE AREAS

2. Establish, maintain, and direct efficient and effective procedures and guidelines for the annual review and establishment of school attendance areas and prepare appropriate maps and descriptions for submission to the Associate Superintendent by April 1.

ENROLLMENT PROJECTIONS

3. Prepare and submit annually to the Associate Superintendent for Instruction by March 1 an accurate projection of student enrollment by grade level and building attendance in detailed written form.

COMMUNICATIONS: ATTENDANCE PROBLEMS

4. Establish and maintain with the cooperation and assistance of appropriate personnel, efficient and effective procedures and criteria for contacting and consulting with pupils, instructional personnel,

		administrators, and parents regarding the special needs of students having attendance problems
AGENCY COMMUNICATION	5.	Establish and maintain communication with the courts and other agencies in order to facilitate the carrying out of all state and local codes and regulations and decisions of the court effecting students in the school corporation.
REPORTS	6.	Prepare and submit according to established deadlines all required and requested local, state, regional, and national forms and reports.
ANNUAL REPORT	7.	Prepare and submit to Associate Superintendent for Instruction a detailed written report of the activities and operations of the Attendance Program by June 1.
BUDGET	8.	Prepare and submit annually to Associate Superintendent for Instruction by May 15 a detailed written description of recommended budget needs of the Attendance Program.
PERSONNEL ASSISTANCE	9.	Call upon and request assistance from personnel as is appropriate in the performance of all responsibilities assigned to this office.
BUDGET ACCOUNTABILITY	10.	Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.
CENSUS RECORDS	11.	Review all forms utilized in maintaining the school census records.
OTHER	12.	Perform such other duties as may be assigned to this office by the Associate Superintendent for Instruction.

M. Secondary Principals

Program Objectives:

Secondary Principals are directly responsible to the Superintendent of Schools for the general administration of assigned buildings and to enforce the policies, rules, regulations, and educational objectives and philosophy of the school corporation in accordance with State codes and regulations in a manner which optimizes efficiency, effectiveness, and uniformity within the school corporation.

Maintenance Performance Objectives:

The Secondary Principal will:

EDUCATIONAL ENVIRONMENT	1.	Initiate and direct efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes the teaching and learning activities in order to provide optimal opportunities for pupils to utilize the offered instructional opportunities to their fullest.
EDUCATIONAL PROGRAM EVALUATION	2.	Initiate and direct procedures and criteria for an evaluation program which efficiently, effectively, and continuously appraises the performance of the instructional program in his school in terms of the adopted educational objectives and philosophy of the school corporation and shall make revisions as necessary for the improvement and excellence of the curriculum and instructional processes.

HUMANIZING EDUCATIONAL PROCESS	3.	Establish and maintain efficient and effective procedures and criteria for identifying and fulfilling the individual concerns and needs of all pupils, instructional and non instructional personnel assigned to the building.
IN-SERVICE TRAINING	4.	Initiate building level in service program and supervise the in-service training program of all personnel assigned to the building in accordance with established procedures and policies.
PUPIL GUIDANCE SERVICES	5.	Initiate, direct, and supervise a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and in accordance with the policies, rules, regulations, and educational objectives and philosophy of the school corporation and state codes and regulations.
SCHEDULING	6.	Initiate and direct efficient and effective procedures and criteria for the scheduling of all pupils within the instructional program in a manner which maximizes the utilization of all resources to provide optimal learning opportunities for the student body.
STAFFING	7.	Assist the Director of Personnel and School/Community Relations in the recruitment, interviewing, selection and recommendation of personnel to fill vacancies and new appointments related to the operation of the school building in accordance with the established procedures of the personnel program.
STAFF SUPERVISION	8.	Direct the supervision of all personnel assigned to the building in accordance with the established procedures of the school corporation.
STAFF EVALUATION	9.	Direct the evaluation of all personnel assigned to the building in accordance with the established procedures of the school corporation.
DELEGATE AUTHORITY AND RESPONSIBILITY	10.	Delegates authority and responsibility to all staff members specifying responsibilities in the manner deemed most effective and efficient for achieving maximum results. A. Each principal will provide written objectives by May 1 of each year for the assistant(s) within the building. B. The assistant principal's objectives may be revised during the ensuing school year at the discretion of the school principal.
STAFF MEETINGS	11.	Establish and conduct staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its program.
PUPIL PLACEMENT	12.	Establish and maintain efficient and effective procedures and criteria for the assignment, classification, promotion, or retention of all students assigned to the building and in accordance with state codes and the educational objectives, philosophy, policies and regulations of the school corporation.
FISCAL PROCEDURES	13.	Establish and maintain procedures in accordance with guidelines recommended by Fiscal Officer for the requisitioning, purchasing, receiving, inspecting, storing, recording, operating, maintaining and distribution of all equipment and supplies necessary to the efficient and effective operation of the school building and its program.

FISCAL PROCEDURES	14.	Establish and maintain procedures, in accordance with guidelines recommended by Fiscal Officer for accurate accounting, auditing, and reporting policies and procedures of all financial activities of the school building including extra-curricular accounts
PUBLIC RELATIONS	15.	Initiate and direct efficient and effective procedures and criteria to achieve maximum results in the continuous flow of accurate school related information internally and externally by the most appropriate media, channel or means and in accordance with the established procedures and criteria designated by the School/Community Relations Program
PUBLIC RELATIONS LIAISON	16.	Meet with individuals or groups, privately or publicly to discuss and interpret the policies, regulations, educational objectives and philosophy of the building and school corporation at large
RULES AND REGULATIONS	17	Initiate and direct the development of written rules and regulations which are not in conflict with Board Policy or law and which should enhance the efficient and effective operation of the school and its programs
HEALTH AND SAFETY	18	Establish and maintain efficient and effective procedures and guidelines for the promotion and maintenance of health and safety throughout the buildings and grounds in accordance with state and local codes and regulations.
PUPIL TRANSPORTATION	19.	Initiate and direct in accordance with established procedures and in coordination with the Director of Transportation, the transporting of all eligible pupils to and from school during regular school hours and for designated special events and trips
DISCIPLINE	20.	Formulate and direct efficient and effective procedures and criteria for the maintenance of proper discipline within the building and its immediate environs during all times that pupils are present and in accordance with the policies, rules and regulations of the school corporation and state codes and regulations
FACILITIES MAINTENANCE	21.	Initiate and direct procedures and criteria for the efficient and effective inspection of all facilities, equipment and grounds and shall annually submit detailed written recommendations for the maintenance, renovation, correction or replacement of all deficiencies, or as the need arises
FACILITIES PLANNING	22.	Assist in the planning of new construction or renovation of existing facilities at the direction of the Superintendent
INVENTORY	23.	Establish and maintain in accordance with guidelines recommended by the Fiscal Officer an accurate inventory of all facilities, equipment and material assigned to the building
RECORDS: PUPIL OPERATIONS	24.	Establish and maintain efficient and effective procedures and criteria for the establishment and maintenance of all records in accordance with the procedures and criteria and expressed needs of the pupil personnel program and the buildings operation, and shall maintain

		such records in a current and accurate form, under safe and secure storage and available for rapid retrieval in accordance with state codes and regulations
USE OF FACILITIES	25.	Establish and maintain efficient and effective procedures and criteria in accordance with Board policy rules and regulations for the evaluation and processing of all requests for use or rental of building facilities and shall in written form notify the originator of the request as to intended action within one week of receipt.
PUPIL ATTENDANCE	26.	Establish and maintain efficient and effective procedures and criteria for the daily accurate accounting of all pupils in accordance with the policies, rules and regulations of the school corporation and state codes and regulations.
FOOD SERVICE	27.	Establish, maintain, and direct efficient and effective procedures to provide a quality food service program in accordance with the policies, rules, and regulations of the school district and state codes and regulations.
EXTRA-CURRICULAR ACTIVITIES: STAFFING FUNDS	28.	Initiate and direct and supervise in accordance with the adopted educational objectives and philosophy of the school corporation all extra-curricular activities within the school and shall designate a treasurer to handle all extra-curricular funds.
EXTRA-CURRICULAR ACTIVITIES	29.	Be responsible for all extra-curricular activities such as intramurals, music, social functions, and others as may be deemed appropriate and shall designate the attendance of advisors, coaches, directors, chaperones, etc.
INTER-SCHOLASTIC ATHLETICS	30.	Be responsible to the Indiana High School Athletic Association for the conduct of the inter-scholastic athletic program for all pupils in accordance with established procedures, policies, rules and regulations.
ANNUAL BUDGET	31.	Prepare and submit annually in the prescribed form the budget recommendations for the effective and efficient operation of the school building and its programs to the Fiscal Officer as per request.
FORMS AND REPORTS	32.	Prepare accurately and submit according to established deadlines all required and requested local, state, regional, and national forms and reports.
PERSONNEL ASSISTANCE	33.	Call upon and request assistance of personnel as is appropriate in the performance of all responsibilities assigned.
BUDGET ACCOUNTABILITY	34.	Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.
OTHER	35.	Perform such other duties as may be assigned by Superintendent.

N. Assistant Principal

Program Objective:

The Assistant Principal is directly responsible to the building principal to provide assistance in general administration and enforcement of all policies, rules, and regulations in a manner which optimizes efficiency, effectiveness, and uniformity within the school corporation.

The program shall also provide for the development of skills and techniques in preparation for other management assignments.

Maintenance Performance Objectives:

The Assistant Principal will:

Perform all duties as delegated by the building principal. Each principal will provide written objectives by May 1 of each year for the assistant(s) within the building. These objectives may be revised during the ensuing school year at the discretion of the school principal.

O. Elementary Principals

Program Objective:

Elementary Principals are directly responsible to the Superintendent of Schools for the general administration of assigned buildings and to enforce the policies, rules, regulations, and educational objectives and philosophy of the school corporation in accordance with State codes and regulations in a manner which optimizes efficiency, effectiveness, and uniformity within the school corporation.

Maintenance Performance Objectives:

The Elementary Principal will:

EDUCATIONAL ENVIRONMENT	1.	Initiate and direct efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes the teaching and learning activities in order to provide optimal opportunities for pupils to utilize the offered instructional opportunities to their fullest.
EDUCATIONAL PROGRAM EVALUATION	2.	Initiate and direct procedures and criteria for an evaluation program which efficiently, effectively, and continuously appraises the performance of the instructional program in his school in terms of the adopted educational objectives and philosophy of the school corporation and shall make revisions as necessary for the improvement and excellence of the curriculum and instructional processes.
HUMANIZING EDUCATIONAL PROCESS	3.	Establish and maintain efficient and effective procedures and criteria for identifying and fulfilling the individual concerns and needs of all pupils, instructional and non-instructional personnel assigned to the building.
IN-SERVICE TRAINING	4.	Initiate building level in-service program and supervise the in-service training program of all personnel assigned to the building in accordance with established procedures and policies.

PUPIL GUIDANCE SERVICES	5.	Initiate, direct, and supervise a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and in accordance with the policies, rules, regulations, and educational objectives and philosophy of the school corporation and state codes and regulations.
SCHEDULING	6.	Initiate and direct efficient and effective procedures and criteria for the scheduling of all pupils within the instructional program in a manner which maximizes the utilization of all resources to provide optimal learning opportunities for the student body.
STAFFING	7.	Assist the Director of Personnel and School/Community Relations in the recruitment, interviewing, selection, and recommendation of personnel to fill vacancies and new appointments related to the operation of the school building in accordance with the established procedures of the personnel program.
STAFF SUPERVISION	8.	Direct the supervision of all personnel assigned to the building in accordance with the established procedures of the school corporation.
STAFF EVALUATION	9.	Direct the evaluation of all personnel assigned to the building in accordance with the established procedures of the school corporation.
DELEGATE AUTHORITY AND RESPONSIBILITY	10.	Delegate authority and responsibility to all staff members specifying responsibilities in the manner deemed most effective and efficient for achieving maximum results. A. Each principal will provide written objectives by May 1 of each year for the assistant(s) within the building. B. The assistant principal's objectives may be revised during the ensuing school year at the discretion of the school principal.
STAFF MEETINGS	11.	Establish and conduct staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its programs.
PUPIL PLACEMENT	12.	Establish and maintain efficient and effective procedures and criteria for the assignment, classification, promotion, or retention of all students assigned to the building and in accordance with state codes and the educational objectives, philosophy, policies and regulations of the school corporation.
FISCAL PROCEDURES	13.	Establish and maintain procedures in accordance with guidelines and recommended by Fiscal Officer for the requisitioning, purchasing, receiving, inspecting, storing, recording, operating, maintaining and distribution of all equipment and supplies necessary to the efficient and effective operation of the school building and its program.
FISCAL RESPONSIBILITIES	14.	Establish and maintain procedures, in accordance with guidelines recommended by Fiscal Officer for accurate accounting, auditing, and reporting policies and procedures of all financial activities of the school building including extra-curricular accounts.
PUBLIC RELATIONS	15.	Initiate and direct efficient and effective procedures and criteria to achieve maximum results in the continuous flow of accurate school

		related information internally and externally by the most appropriate media, channel or means and in accordance with the established procedures and criteria designated by the School/Community Relations Program
PUBLIC RELATIONS LIAISON	16.	Meet with individuals or groups, privately or publicly, to discuss and interpret the policies, regulations, educational objectives and philosophy of the building and school corporation at large.
RULES AND REGULATIONS	17.	Initiate and direct the development of written rules and regulations which are not in conflict with Board policy or law and which should enhance the efficient and effective operation of the school and its programs.
HEALTH AND SAFETY	18.	Establish and maintain efficient and effective procedures and guidelines for the promotion and maintenance of health and safety throughout the buildings and grounds in accordance with state and local codes and regulations
PUPIL TRANSPORTATION	19.	Initiate and direct in accordance with established procedures and in coordination with the Director of Transportation, the transporting of all eligible pupils to and from school during regular school hours and for designated special events and trips.
DISCIPLINE	20.	Formulate and direct efficient and effective procedures and criteria for the maintenance of proper discipline within the building and its immediate environs during all times that pupils are present and in accordance with the policies, rules and regulations of the school corporation and state codes and regulations.
FACILITIES MAINTENANCE	21.	Initiate and direct procedures and criteria for the efficient and effective inspection of all facilities, equipment and grounds and shall annually submit detailed written recommendations for the maintenance, renovation, correction or replacement of all deficiencies or as the need arises.
FACILITIES PLANNING	22.	Assist in the planning of new construction or renovation of existing facilities at the direction of the Superintendent.
INVENTORY	23.	Establish and maintain in accordance with guidelines recommended by the Fiscal Officer an accurate inventory of all facilities, equipment and material assigned to the building.
RECORDS: PUPIL OPERATIONS	24.	Establish and maintain efficient and effective procedures and criteria for the establishment and maintenance of all records in accordance with the procedures and criteria and expressed needs of the pupil personnel program and the buildings operation, and shall maintain such records in a current and accurate form, under safe and secure storage and available for rapid retrieval in accordance with state codes and regulations.
USE OF FACILITIES	25.	Establish and maintain efficient and effective procedures and criteria in accordance with Board policy rules and regulations for the evaluation and processing of all requests for use or rental of building

		facilities and shall in written form notify the originator of the request as to intended action within one week of receipt.
PUPIL ATTENDANCE	26.	Establish and maintain efficient and effective procedures and criteria for the daily accurate accounting of all pupils in accordance with the policies, rules and regulations of the school corporation and state codes and regulations.
FOOD SERVICE	27.	Establish, maintain and direct efficient and effective procedures to provide a quality food service program in accordance with the policies, rules, and regulations of the school district and state codes and regulations.
EXTRA-CURRICULAR ACTIVITIES: STAFFING FUNDS	28.	Initiate and direct and supervise in accordance with the adopted educational objectives and philosophy of the school corporation all extra-curricular activities within the school and shall designate a treasurer to handle all extra-curricular funds.
EXTRA-CURRICULAR ACTIVITIES	29.	Be responsible for all extra-curricular activities such as intramurals, music, social functions, and others as may be deemed appropriate and shall designate the attendance of advisors, coaches, directors, chaperones, etc.
ANNUAL BUDGET	30.	Prepare and submit annually in the prescribed form the budget recommendations for the effective and efficient operation of the school building and its programs to the Fiscal Officer as per request.
FORMS AND REPORTS	31.	Prepare accurately and submit according to established deadlines all required and requested local, state, regional, and national forms and reports.
PERSONNEL ASSISTANCE	32.	Call upon and request assistance of personnel as is appropriate in the performance of all responsibilities assigned.
BUDGET ACCOUNTABILITY	33.	Be responsible for the efficient and effective operation of this program within the approved budget appropriations as adopted by the Board of School Trustees.
OTHER	34.	Perform such other duties as may be assigned by Superintendent.

IV. DEVELOPING THE SALARY PROCESS

Introduction:

One of the most important charges set forth from the Board of School Trustees and the Superintendent was to develop a methodology whereby management personnel be compensated equitably. One component of the process had to allow for recognition of performance.

Basic Assumptions

. . . Educational management demands unique expertise at various levels and in different programs.

. . . Educational management is not a process that can be accomplished in the 180 day school year.

. . . Educational management is the execution of policy as determined by Board of School Trustees.

. . . Decision making must be assumed at its lowest level.

. . . The Chief Executive (Superintendent) of the school district will set the pace for the caliber of leadership at all levels of management.

A. Description of Salary Process and Operational Guidelines

The planning committee attempted to incorporate all the variables in the process that were defined as desirable by a study committee prior to the initiation of the Management-by-Objectives Project in the fall of 1971. These variables included management experience, training, decision making, authority, supervision and length of contract required to carry out the activities as defined in the job description.

The committee has incorporated all these variables into a numerical responsibility factor. This factor was determined by input from all management personnel and a series of committee discussions. The factor is a manifestation of position responsibility relationships. This factor is the determiner of each position's mid-point salary.

The salary of each position is computed from the mid-point of the Superintendent. This mid-point salary for the position of Superintendent was determined by establishing the mean salary for Superintendents in 15 comparable school districts throughout the State of Indiana. The committee felt the chief executive of the school district's salary should indicate the caliber of leadership the Board expects and thus should be manifested at all levels of management in the organization. Each subordinate mid-point salary was determined by miltiplying the position's responsibility factor times the Superintendent's mid-point salary. Each position has a range of 15% each direction from the mid-point salary. The minimum salary would be the least paid for the position; however, the Board and Superintendent would reserve the right to deviate from that up to the mid-point salary to attract the caliber of candidate desired. This would apply to candidates new to East Allen County Schools as well as management personnel wishing to change from their present administrative assignment. The range between the minimum and mid-point would represent five (5) equal steps if the individual was hired at the beginning minimum salary. The range between mid-point and maximum is attained only through commendable distinguished performance as manifested in the evaluation of the individual's work throughout the contract year. This would always be reviewed by the Superintendent and go with recommendation to the Board before pay for performance would be included in succeeding contracts. Any pay for commendable distinguished performance is granted on a yearly basis. To retain it, performance must remain at or a higher level as determined by the evaluation. Any recognition of meritorious performance in pay will not exceed three percent (3%) of an individual's base contract. An individual may receive merit recognition in pay before he/she reaches the mid-point salary. If the individual had not reached the mid-point on the salary schedule, he/she would be entitled to the automatic step plus a merit recognition not to exceed three percent (3%) of base contract salary.

The individuals that were above the mid-point in the salary schedule when the MBO salary schedule was initiated will retain their salary position, however, they must recognize it will be through commendable distinguished performance of an adjustment by the Board due to increased cost of living that salary advancement may take place.

If the economics of the community would indicate that all salaries should be adjusted due to cost of living, it would be adjusted to reflect all provisions as discussed above.

A committee will be selected annually by the total management team to review and update the total Management-by-Objectives, Phase I program. This committee should be represented by two (2) elementary principals, two (2) secondary principals and/or assistant principals, two (2) central office administrators, and the Director of Personnel and School/Community Relations. This committee should be identified prior to September 1 of each school year.

A review board will be provided whereby any administrator may appeal the decision of the immediate superior regarding the salary recommendation. This review board shall be appointed by the Superintendent upon the request of an administrator for an appeal. The administrator must file a written appeal with the Superintendent of Schools within five (5) school days after receipt of the salary recommendation from the immediate superior. The review board shall be appointed within five (5) school days of the written appeal. This board shall consist of the Director of Personnel and School/Community Relations and two (2) other unbiased administrative personnel from the management team. This review board shall make all recommendations to the Superintendent regarding the appeal within ten (10) school days after the appointment of the review committee. The Superintendent will make his decision known to the administrator within five (5) days. The appealing administrator will have the right to appeal to the Board of School Trustees if not satisfied with the decision of the Superintendent. (After receipt of the Superintendent's decision, the administrator may make this appeal no later than the next regularly scheduled Board meeting. The Board's decision will be given at the following Board meeting.)

POSITION	RESP. FACT.	LENGTH CONTRACT	-15% MINIMUM	MID-POINT	+15% MAXIMUM
Superintendent	10	250	25,670	30,235	34,770
Associate Superintendent	8.5	250	21,845	25,700	29,555
Fiscal Officer	8.0	250	20,560	24,190	27,820
Dir. Personnel & School/Commun. Rel.	8.0	250	20,560	24,190	27,820
Director of Curriculum	6.6	220	16,960	19,955	22,950
Director of Transportation	5.4	250	13,875	16,325	18,775
Director of Operations & Maintenance	5.9	250	15,165	17,840	20,515
Coordinator of Special Services	6.4	220	16,450	19,350	22,255
Coordinator of Instructional Materials	6.4	220	16,450	19,350	22,255
Coordinator of Psychological Services	6.6	220	16,960	19,955	22,950
Coordinator of Attendance	5.6	190	14,390	16,930	19,470
Principal – 7-12, 9-12					
1501 - over	7.8	220	20,045	23,585	27,125
1001 - 1500	7.6	220	19,535	22,980	26,425
1000 - less	7.4	220	19,020	22,375	25,730
Principal – 7-8, K-8					
701 - over	7.0	220	17,990	21,165	24,340
501 - 700	6.8	220	17,475	20,560	23,645
500 - less	6.6	220	16,960	19,955	22,950
Principal – K-6					
701 - over	6.8	220	17,475	20,560	23,645
501 - 700	6.6	220	16,960	19,955	22,950
500 - less	6.4	220	16,450	19,350	22,255
Assistant Principal – 7-8, 7-12, 9-12	6.2	220	16,450	19,350	22,255
Part-time 60% of Asst. Principal Salary					

*Contracts shall be written on projected enrollment figures but will be subject to revision based on first official state attendance report (EIR-1).

B. Related Benefits

Management-by-Objectives Phase I

Salary Process

The Board of School Trustees shall establish by April 1 of each year the mid-point salary for the position of Superintendent of the East Allen County Schools.

The Board will not pay additional dollars for hours earned above the M. A. degree.

The Board will compensate each administrator for local expenses on a monthly claim basis.

The Board will reimburse each administrator for expenses incurred at approved educational conferences. All requests must have Superintendent's approval before such attendance.

All personnel on 220 day contract will begin on August 1 and terminate on June 30 of any given contract year. Any additional days will be compensated at the daily rate for the terminating contract.

A. The personnel on 220 day contracts will not be required to work those days when school is not in session because of holidays, i.e. Christmas vacation, spring vacation, etc.
B. When there is a summer school program one summer school teacher may be designated as lead teacher in the absence of the building principal.
C. Any deviation from the contract period or conditions stated therein must have the approval of the Superintendent.

All personnel on 250 day contract will begin on July 1 and terminate on June 30 of any given contract year. The administrator on a 250 day contract will have 20 days paid vacation per contract year. Such employee may have an 18 month period to utilize such vacation days.

A. The personnel on a 250 day contract will have the following holidays:
   1. July 4th
   2. Labor Day
   3. Veteran's Day
   4. Thanksgiving Day
   5. Day following Thanksgiving
   6. Last working day before Christmas
   7. Christmas Day
   8. New Year's Day
   9. Good Friday P. M.
   10. Memorial Day

Severance Compensation

In order to be eligible for severance compensation, the administrator shall meet the requirements for retirement as interpreted in the laws applying to the Indiana State Teachers' Retirement Fund.

A. All administrators with 20 to 24 years of experience are entitled to additional compensation equal to 30% of accumulated sick leave payable at the rate of the per diem contract salary.
B. All administrators with 25 to 29 years of experience will receive 40% on the same basis.
C. All administrators with 30 years or more of experience shall receive 50% on the same basis.

Personal Leave

Each administrator shall be allowed two (2) days per contract year for the transaction of personal business and/or the conduct of personal or civic affairs. A written statement shall be submitted to the Superintendent of Schools setting forth the reason and the necessity which shall be the cause

of such absence. In the event of an emergency, the written request must be submitted within the payroll period of such absence. It is recommended that personal leave not be used prior to or following recognized school holidays or vacation time. Leave days may be used in half day units. The two days shall be accumulative in sick leave if unused as personal leave.

Personal Illness

All administrators shall be permitted ten (10) days of sick leave per contract year accumulative to 120 days. Such leave is to become effective as of the first working day of the contract. All days of sick leave accumulated at the last place of employment in Indiana will be recognized in the East Allen County Schools.

Illness in the Immediate Family

Three (3) days per contract year shall be allowed for the illness in the administrators immediate family – parents, parents-in-law, husband, wife or child. These days are not accumulative.

Death in Immediate Family

All administrators will be granted a leave of five (5) calendar days per death in the immediate family – husband, wife, child, parent, grandparent, grandchild, brother, sister, father-in-law, mother-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, aunt, uncle or a person living in the same home as a part of the family.

Death Benefit

In the event of death of an administrator while under contract, his/her estate shall receive 50% of the accumulated sick leave based on his/her rate of pay.

Maternity or Adoptive Leave

Upon qualifying for a tenure contract as an employee of the East Allen County Schools, one (1) year of leave will be granted without pay or increment for maternity or adoption. As soon as pregnancy has been confirmed by the physician, or application filed for an adoption, the immediate supervisor should be notified immediately in writing of the situation.

If the administrator desires to return from such leave, the administrator will be assigned to the same or an equivalent position with comparable pay potential. Said administrator must give the Superintendent at least three (3) months written notice prior to the time of desired return.

In the best interest of all concerned, employment should be terminated whenever the situation places restraints on performance of duties.

Leave for Study for a Doctoral Degree

On the recommendation of the Superintendent, the Board of School Trustees may grant a leave of absence to an administrator as a tenured employee for one (1) year for the purpose of on-campus, advanced professional study under the following conditions:

A. The administrator granted such leave shall receive 15% of the regular stated salary, on the regular pay date schedule in equal payments during the school year following the

administrators return after the termination of the leave of absence.

B. Administrator shall file with the application for a leave of absence, a comprehensive statement of intended study. The year's study should conclude with hours and courses required for a doctoral degree.
C. The administrator shall agree to remain in the employ of the East Allen County Schools for a reasonable length of time following the leave of absence.
D. Administrator shall be allowed experience credit on the basic salary schedule.
E. The administrator shall be responsible for reporting such leave to the Indiana State Teachers' Retirement Fund.

Approved Leave for Illness

A leave of absence may be granted to an administrator as a tenured employee whose personal illness extends beyond the period compensated by accrued personal sick days. This leave may be one (1) year or part thereof without pay or salary increment.

A signed statement from a licensed physician indicating such need must accompany the request of the administrator.

The administrator desiring to return from a leave for personal illness will be assigned to a comparable position whenever possible.

Illness in Immediate Family

A leave of absence may be granted to an administrator as a tenured employee for the purpose of caring for a sick member of the teacher's immediate family – husband, wife, or child. This leave may be for one (1) year or part thereof without pay or salary increment.

A signed statement from a licensed physician indicating such need must accompany the request of the administrator.

The administrator desiring to return from a leave for illness in immediate family will be assigned to a comparable position whenever possible.

Disability Pay

In the event an administrator is injured on the job and such injury is defined as legitimate by the insurance company providing East Allen County Schools with Workmen's Compensation insurance, the Board will pay the difference in salary (for 60 calendar days) not realized through Workmen's Compensation, Primary Social Security, Family Social Security or any other Group Disability Income Plan.

Court Duty

Administrators will be paid the amount of difference between their daily pay and that paid by the court when they are subpoenaed for jury duty or court witness.

Insurance

A. Each administrator may participate in a major medical and hospitalization group insurance program. This program includes a $30,000 maximum and will pay the first $1,500 of hospitalization charges. The Board will pay 75% of the administrator's premium.

B. Each administrator is eligible to participate in a term life insurance program to equal twice the base contract salary. The Board will pay 75% of the cost of the premium.

C. Each administrator may participate in a long-term disability income protection insurance program. This program will grant an administrator up to 65% of his contract salary after 90 days of disability. Such benefit may be realized for the duration of disability up to age 65. The Board will pay 75% of the cost of the premium.

The Board, upon recommendation of the Superintendent, will establish the beginning salary of any new administrative personnel or new assignment for existing personnel.